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ABSTRACT

This document describes a program designed to strengthen the educational opportunities of juvenile delinquents and/or youth offenders in the Dallas Independent School District (DISD) and the Dallas County Juvenile Department Detention Center. The project's goals, expected outcomes and activities are outlined. Major project components outlined include: (1) staff development programs, (2) community based programs, (3) interagency-interaction model, (4) exceptional child component, (5) multicultural component, (6) teacher-intern component, (7) leadership training program, (8) adoption and institutionalization, (9) graduate credit for training activities, and (10) the Teacher Corps Project Center. Major processes described include aspects of the organizational structure, the recruitment, selection and organization of the Teacher Corp Team, and plans of action for the instructional program. Also presented are proposed strategies for the management, evaluation, dissemination, and institutional adoption of such a program. A list of references is provided. (Author/EB)

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THE COMPREHENSIVE URBAN YOUTH ADVOCACY PROGRAM
PROPOSAL

Submitted To:

Office of Education
TEACHER CORPS PROJECTS

Submitted By:

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U.S. DEPARTMENT OF HEALTH,
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CHAPTER 1

CONTEXT, NEEDS, AND PARTNERSHIP

A. PROJECT OVERVIEW

The project proposes to demonstrate the development and installation of a Comprehensive Urban Youth Advocacy Program directed toward PART 172, Teacher Corps, Subpart C--Youth Advocacy Projects. Its purpose will be to strengthen the educational opportunities of juvenile delinquents and/or youth offenders in the Dallas Independent School District (DISD) and the Dallas County Juvenile Department Detention Center through the development of a program which is designed to attract and prepare educational personnel who provide remedial, basic, and secondary education training (including literacy and communication skills) for these students. Secondly, it will strengthen the teacher education program at North Texas State University (NTSU) through the development and implementation of a field-based inservice program which builds upon a field-based pre-service program in West Dallas that has been financially supported by DISD and NTSU since 1972.

The Dallas County Juvenile Department, the Dallas Independent School District and the Dallas Police Department have begun the development of a cooperative and integrative effort to improve services to troubled youth through the establishment of Youth Action Centers, Metropolitan Alternative Schools, and a Status Offender Program. The proposed project will build upon these strong bases and will extend these initial efforts through the development of a comprehensive urban youth advocacy model which can be replicated in other urban areas. This will include the development and implementation of youth advocacy activities in home, school, community, and the university.

To achieve these ends, the project will develop, implement and evaluate four models:

- (1) Inservice Staff Development Model;
- (2) University Staff Development Model;
- (3) Interagency-Interaction Model; and,
- (4) Prevention/Intervention/Remediation Youth Advocacy Model.

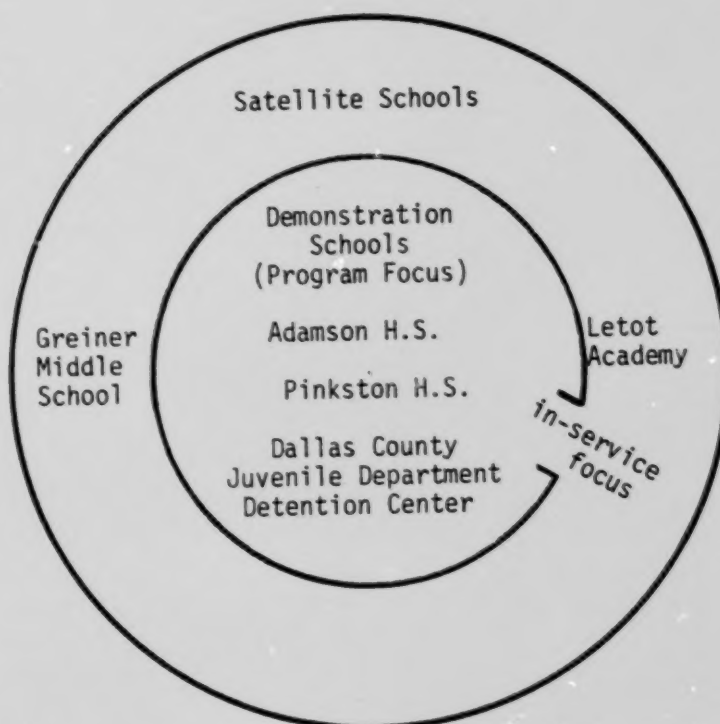
Each of the models will have three characteristics in common: (a) it will be designed to effect a specific and measurable outcome; (b) it will be designed

so that its effectiveness will be continuously reviewed by several community agencies; and, (c) it will be designed to be easily changed to increase that effectiveness.

The organizational structure will consist of three basic groups who will share the planning and decision-making processes in operationalizing and achieving the goals of the project: The Project Management Team, the School/Community Council, and the Policy Committee.

Using the Youth Advocacy Framework as its demonstration thrust, the project will provide services to four urban schools (Adamson H.S., Pinkston H.S., Letot Academy, and the Greiner Middle School) and the Dallas County Juvenile Department Detention Center with a total of 250 teachers (including paraprofessionals) and 4500 students. The five project sites will serve different functions in the project: the program focus will be centered in three demonstration schools and the in-service focus will be centered in two satellite schools (Figure 1.1). The three schools in which the issue of meeting the needs of youth is most readily apparent were selected as the demonstration schools.

FIGURE 1.1
DEMONSTRATION/SATELLITE SCHOOLS



The first year of the project will be devoted to conducting needs assessments in the school, community, and the youth agencies. During the summer of 1979 and, subsequently, each summer thereafter through 1983, the project will train a team of seventeen Teacher Corps personnel (4 interns, 12 teachers, and 1 team leader) in youth advocacy principles, affective education, multicultural education, team building experiences and will provide them with institutional and community agency field experiences. Thus, when the project ends there will be a cadre of sixty-eight specially trained teachers to continue youth advocacy efforts in the project schools. In addition, twenty teachers will be selected for leadership training in the final year of the project.

The College of Education will develop a delivery system for providing on-site in-service staff development for the teachers in the demonstration and satellite schools, beginning in the fall of 1979 and continuing through May, 1983. The project will purchase time from presently employed, full-time College of Education faculty. The project teachers will select the kinds of in-service activities in which they wish to participate and the staff to provide the services for them.

The second major thrust of the project will be to establish a mechanism to assist present collaborative efforts to bring community resources to bear on the problem of delinquency. The project's Interagency-Interaction Model is designed to achieve this end.

The proposed project will use a system of Management by Objectives Model (Bishop, 1976) to monitor progress with respect to training and developmental tasks. The CIPP Model (Stufflebeam, 1971) and the Center for Evaluation, UCLA, Model (Klein, Genstermacher, and Alkin, 1971) will provide the framework for the evaluation of the operation of the project. Adoption strategies will be employed on two levels in the project: individual and institutional. The Concerns Based Adoption Model (CBAM) will be used to maximize the adoption of innovative practices emerging from each of the staff development programs. Because no appropriate models seem to be presently available in either education or business which provide a systematic means for developing and

assessing articulation (linkages/interfaces) strategies and political strategies for maximizing the probability of incorporation of an innovation at the institutional level, the project will develop and test a model.

In summary, it is proposed that the Dallas Independent School District, the Dallas County Juvenile Department Detention Center, the Dallas community and its youth agencies, and North Texas State University share and test ideas and grow together in an organized effort designed to meet the individual needs of parents, agency personnel, teachers and students; especially students who are delinquent, who are from low income families, and who have learning problems. The combined efforts of personnel from the above constituencies will be marshalled to demonstrate the effectiveness of collaborative planning and follow-through in the amelioration of the problems of youth in the urban and disadvantage environment.

B. THE CONTEXT

Adamson and Pinkston High Schools are located within the city of Dallas, south and west, respectively, of the central business district (Figure 1.2.) Greiner Middle School is a feeder school for Pinkston High School and is located in West Dallas. The student body in these three schools is predominately Black and Mexican-American. The Mexican-American families living in the target area have generally lived here for several generations. The Black families, on the other hand, are more commonly first or second generation inhabitants.

The population density in West and South Dallas is in excess of 2,900 persons per mile. Unemployment rates for youth in the target area have tended to be in excess of 25% in recent years. The Dallas Police Department estimates that approximately one-third of the crimes committed in the target area are by juveniles. Finally, most of the families in West and South Dallas live in public housing or substandard housing.

The Letot Academy will be located, when the renovation is completed, approximately five miles north of Pinkston High School. The Academy will house status offenders and other youth for whom attempts at diversion are being attempted. The Dallas County (JD) Detention Center is located on Harry Hines Blvd. in north central Dallas and houses

·youthful offenders from the target area as well as youthful offenders from the remainder of the county.

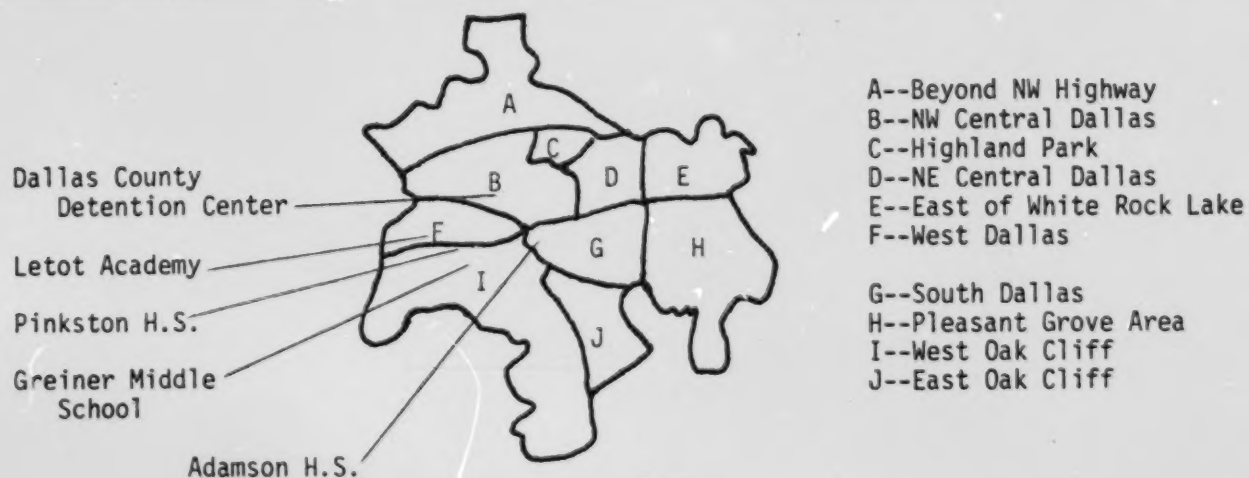
Table 1.1 presents data concerning the participating schools.

TABLE 1.1
PARTICIPATING SCHOOLS/CENTER

School/Center	#Teachers	#Students
<u>Demonstration Sites</u>		
Adamson High School (10-12) (Dr. Ed. Artman, Principal)	75	1200
Pinkston High School (9-12) (Mr. Joseph Honore, Principal)	100	2000
Dallas County Juvenile Department (Mr. Mel Brown, Director)	2	94
<u>Satellite Sites</u>		
Greiner Middle School (5-8) (Mr. James Hughey, Principal)	55	1100
Letot Academy (status offenders) (to be named)	4*	125*

*Estimated

FIGURE 1.2
SCHOOL DISTRICTS MAP



C. NATURE OF THE PROBLEM

It is widely recognized that crime and delinquency are among the most serious social problems. The incidence of crime has increased in the United States and, almost as important, the fear of crime has increased. This situation is especially characteristic of our larger cities.

The national crime problem is, to a large degree, due to the disproportionate impact of youth crime. Therefore, one of the most effective approaches to reducing overall crime is to reduce juvenile delinquency and youth crime. This approach seems reasonable, in part, because recidivism rates are higher for young offenders than the recidivism rates for any other age group.

Crime is a major problem in the City of Dallas. A survey conducted by the city in 1974 found that crime and fear of crime topped the list of problems most often expressed by respondents. Over two-thirds of the Dallas respondents indicated that they did not feel safe when walking after dark in their neighborhood. The same study revealed that 20 per cent of the respondents felt that crime and delinquency were definitely problems in their neighborhood, an additional 17 per cent felt that these were slight problems.

For Dallas residents, there is a greater likelihood in 1978 than in 1972 of being robbed, being the victims of both personal and household larceny, having their homes burglarized, or being assaulted. Black residents of Dallas are more apt than their white counterparts to have experienced the impact of rising victimization rates for most personal and household crimes. The logical beginning point for an effort to combat crime and delinquency is to address the problem before it occurs. Programs are needed which are designed to correct problems predisposing youth to delinquency. It appears self-evident that the most promising approach to dealing constructively with crime is an attempt to prevent the occurrence of crime. In other words, attempts must be made to ameliorate the conditions of life which cause people to commit crimes. There is a chain of causal factors which leads to crime and delinquency. The causal linkages must be broken at some point if pre-delinquents and delinquents are to be diverted into a more constructive, socially approved direction.

The state of the art in delinquency prevention/intervention/remediation does not allow for hard and fast answers to complex problems. However, one of the more promising perspectives for an ideal mode of prevention/intervention/remediation seems to be that the personal groups in which youth interact must define crime and delinquency as undesirable activities. Since these personal groups are located in the community, the control and prevention of delinquency lies within the local community. To be effective, therefore, delinquency programs must be internally developed in the community rather than externally developed and imposed upon the community.

D. JUSTIFICATION OF SCHOOL FOCUS

While the proposed project involves the communities in several sectors of Dallas and youth agencies, as well, the major project resources will be directed toward the schools. The justification for using the schools as the vehicle for dealing with delinquency is based on empirical data as well as convenience. Empey, Lubeck and LaPorte (1971) cite the unique characteristics of the school which make it the most feasible instrument for any prevention/intervention/remediation effort: (1) it is the one legitimate institution that cuts across the neighborhoods, social classes, and ethnic groups; (2) parents, employers, and governments rely on the schools to prepare the young for legitimate, satisfying adult lives; (3) resources for the young are concentrated most heavily in schools; (4) if legitimate work identities are not acquired there, they may never be acquired; and, (5) schools are the major location for youth activity and a sense of belonging.

For nearly fifty years research studies have shown that juvenile delinquency is usually preceded by misconduct in the schools (Healy and Bronner, 1929; Glueck and Glueck, 1950; Havighurst, Bowman, Liddle, Matthews and Pierce, 1952; Elliott, 1972; Kelly and Pink, 1973.) Delinquency, school attendance, and dropout studies have been conducted recently by Dell (1963), Karnes (1966), Matthews and Roam (1966), Elliott (1966, 1972), and Elliott and Voss (1974). Call (1964) and Empey, Lubeck and LaPorte (1971) examined academic achievement as a predictor of later delinquency and found a high positive correlation.

Increasing attention has been focused on the possibility of a relationship between learning disabilities and juvenile delinquency. The role of reading retardation as a factor in juvenile delinquency has received the attention of several researchers in the past five decades (Blanchard, 1928; Fendrick, 1936; Margolin, Roman, and Hereri, 1955; Critchely, 1968; Kvaraceus, 1971; Miller and Windhamer, 1971; Ardoff, 1972; Segal, 1973; Hogenson, 1974). Kerr (1973) and Mulligan (1969, 1972) have examined the occurrence of dyslexia among delinquents. Within the broader rubric of learning disabilities a number of investigations have been reported: Duling, Eddy, and Risko, 1970; Peterson, 1971; Compton, 1974; Jacobson, 1974; Jordan, 1974; Mauser, 1974; Poremba, 1974, 1975; Myklebust, 1975; Stenger, 1975. Finally, juvenile delinquency as a form of learning disability has been studied by Peterson (1971) and Berman (1974).

Additional studies and programs have been focused on specialized social and youth services. Dell (1963), for example, has examined some of the educational and social factors associated with delinquency. Downey (1963) has examined detention care. Felton (1963) has suggested changes for improving the juvenile courts, many of which have since been adopted. Weber and Dahlquist (1967) compared the availability and use of selected health and welfare services in ten urban and eight rural Michigan counties. Vanzandt and Bosworth (1969) surveyed child care arrangements and needs of working mothers in Nebraska. Lastly, Polansky, de Saix, Wing, and Patton (1968) conducted a pilot study of the personality structures and adaptive styles of ten Appalachian mothers of neglected children.

Research studies and surveys of community efforts invariably point to the lack of coordination of local agencies as a major reason for their failure to ameliorate the delinquency problem. Not only do existing programs frequently lack coordination, but they often come into conflict with each other because of their differing philosophies. On the other hand, each agency may have a measure of success, sometimes by appearing to calm the community as a whole, sometimes through the spectacular rehabilitation of one or two notoriously delinquent youths. Since, as research has shown, delinquency is not a homogeneous type of behavior and does not correlate with one given type of

temperament or personality, the efforts that appeal to and are effective with some delinquents may have no effect whatever on others.

E. DESCRIPTION OF APPLICANT INSTITUTIONS AND PREVIOUS COLLABORATION

INTRODUCTION

This section provides information concerning the capabilities of the applicant institutions to achieve the project goals as well as those of Teacher Corps. In addition to a brief description of each institution, references to past and present collaborative efforts are included to demonstrate the probability of continued cooperation. Finally, several collaborative efforts which were developed and funded by the applicant institutions and which were later adopted as on-going programs are identified as evidence of the participants' willingness to institutionalize.

1. NORTH TEXAS STATE UNIVERSITY

Historical Background--North Texas State University was established as a Normal College in 1890. Originally established as a teacher education facility, the University has broadened its academic scope to include eight colleges and schools with a strong graduate school emphasis. However, NTSU remains the leading generator of education credit hours in the state of Texas and is in the top twenty universities in the nation in the production of professional educators.

The University grounds cover some 380 acres and the physical plant contains more than 70 buildings. Located in the Dallas/Fort Worth Metroplex, NTSU serves some 18,000 domestic and foreign students at the undergraduate and graduate levels.

Degree Programs--The various programs of study available to students at NTSU are too numerous to include in this proposal. Consequently, only the programs offered by the College of Education and the degrees available in the College are listed below:

Field	Degrees Available
Administrative Leadership	Ph.D., Ed.D.
Adult/Continuing Education	M.A., M.Ed., M.S., Ph.D., Ed.D.

Field	Degrees Available
College Teaching	Ph.D., Ed.D.
Counseling and Student Services	M.Ed., M.S., Ph.D., Ed.D.
Early Childhood Education	M.Ed., M.S., Ph.D., Ed.D.
Educational Research	Ph.D.
Elementary Education	B.S., M.Ed., M.S., Ph.D., Ed.D.
Elementary School Supervision	M.Ed., M.S.
Guidance Studies	B.S.
Health, Physical Education, Recreation	B.S., M.Ed., M.S.
Higher Education	Ph.D., Ed.D.
Industrial Arts	B.S., M.Ed., M.S.
Public School Administration	M.Ed., M.S.
Reading	M.Ed., M.S., Ph.D., Ed.D.
Secondary Education	B.S., M.Ed., M.S., Ph.D., Ed.D.
Special Education	M.Ed., M.S., Ph.D., Ed.D.
Special Subject Supervision	M.Ed., M.S.
Vocational-Technical Education	M.A., M.Ed., M.S., Ph.D., Ed.D.

The programs and degrees available in the College were listed above. In addition, specializations available include (1) elementary including kindergarten; (2) secondary, with majors or first teaching fields in art, bilingual education, biology, business, chemistry, drama, economics, English, foreign languages, generic special education, geography, health, history, journalism, Latin, life-earth middle school science, mathematics, physical education, physical science, physics, political science, speech, and speech pathology and audiology; second teaching fields in all the above areas and music; with majors or integrated teaching fields in business education, industrial arts, and social sciences; (3) special subjects (all-level) in art, music, and physical education; (4) special positions in library science, speech pathology and audiology, vocational homemaking, and vocational distributive education.

2. THE DALLAS INDEPENDENT SCHOOL DISTRICT

The Board of Education and staff of the Dallas Independent School District are committed to providing a quality education program for all students in the district. While educational programs in many of America's largest cities have deteriorated in recent decades, Dallas, the seventh largest city in the nation, has been developing and implementing new programs. Below is a brief summary of existing programs upon which the proposed project will build.

Metropolitan Alternative Schools--To provide alternative programs students with many diverse interests and needs, DISD has established three Metropolitan Alternative Schools. These schools offer a variety of programs for students within the district who, for one reason or another, do not function well in a regular school program. A general objective of the MAS schools is to individualize learning so that students may gain confidence in themselves and their abilities, develop pride in workmanship, improve academic and vocational skills and study habits, and be allowed to work at their own rate.

The amount of time each student participates in the program varies widely. Since many of the students who participate in the program are school dropouts, their skills and educational needs differ. Some are full-time students while others are part-time students and part-time workers.

All credits earned at Metropolitan Alternative Schools are transferred to the students' home schools. Upon completion of requirements, Metropolitan students graduate from their home schools.

Letot Academy--The Dallas School Board has voted to cooperate in a proposal to convert the now-vacant Letot School into a residential and day-attendance alternative school for chronically truant and troubled students. If the Dallas Junior League and the County's Juvenile Department approve the proposal for renovating the facility, it will, when completed, accommodate up to 40 overnight and 100 day-commuting students.

Renovation plans call for a residential wing to be managed, financed and staffed by the County Juvenile Department. During the daytime hours, the residential students

will take classes and receive counseling. DISD will manage a second wing serving 100 students who will live at home and simply report for daytime classes and counseling. According to the plans, DCJD will provide intake and residential services, DISD will provide diagnostic and educational services, and the Dallas Junior League will provide volunteer services as well as substantial financial support for remodeling.

3. THE DALLAS COUNTY JUVENILE DEPARTMENT

The Juvenile Department has a long history of cooperative endeavors with the area schools and other community agencies. Space does not permit an elaborate description of the various functions performed by the department, but a brief overview of its activities is presented below.

Volunteer Services: (1) KEY LINK utilizes high school volunteers working with junior high students, helping them to cope with everyday adolescent problems; (2) "Teen Jury" program provides youth traffic violators with a peer jury which assesses punishment according to the seriousness of the offense; (3) the VIP One-to-One program provides delinquents and pre-delinquents with a stable adult friend; and, (4) Detention volunteer service is available for those individuals who prefer a group setting.

Truancy Counseling Service: A delinquency prevention program which is based on the belief that truancy is a vehicle through which other offenses are generated and/or propelled. The program is a joint endeavor between the Dallas Police and school personnel in the 21 Youth Action Centers in DISD.

Domestic Relations Counseling: Provides social studies upon order from the Juvenile Domestic Relations Courts, including adoption studies, contested termination studies, counseling referrals, and supervision.

Psychological Studies: The Psychological Division provides psychological evaluations and diagnostic studies, individual and family psychotherapy, preventive intervention services to parents, conjoint therapy, adolescent group psychotherapy, and a token economy system for the Juvenile Detention Center.

Table 1.2 presents the 1977 statistical data on the Detention Center.

TABLE 1.2
DETENTION CENTER
1977 Statistical Record

	Boys	Girls	Total
Total admissions during 1977	3,968	1,375	5,343
Average admissions per day	10.9	3.8	14.6
Different individuals admitted	2,667	1,060	3,727
Average present during day	72	22	94
Average present at night	--	--	84
Average present per meal	--	--	82
Average length of stay (days)	5.8	4.4	5.5

4. NTSU/DISD/JD COLLABORATIVE EFFORTS

Dallas Teacher Education Center (DTEC)--In 1971 the Dallas Teacher Education Center and North Texas State University jointly develop a collaborative-responsive model for preservice teachers. This model, which was created in response to the theory-practice gap commonly found in many if not most of the teacher education programs of the period, was implemented in 1972 under the umbrella of the Dallas Teacher Education Center. In that year, two field-based programs were initiated in the Dallas ISD to prepare inner-city teachers, one at the elementary level and the other at the secondary level.

Inherent within the DTEC model are provisions for input from all partners, including the developmental, implementation, and evaluative processes. DTEC is served by an advisory council composed of representatives from the local education agency (LEA), institutions of higher education (IHE), professional education association (TSTA), regional service centers, pre-service teachers, and the Texas Education

Agency (TEA). Program development has proceeded in a context of cooperation among NTSU faculty members and administrators, resource persons, supervising teachers and administrators from the Dallas ISD, as well as professionals representing the other components of DTEC.

Regular full-time College of Education faculty have been used in the program since its inception in 1972. Resources for the operation of each of the programs included in the model come directly from the regular operation budgets of DISD and the College of Education. The Dean of the College has provided financial as well as professional support in the implementation and continued operation of the model. The DISD provides classroom facilities, audio-visual equipment, and offices and phones for the program staffs. Although no external funds have been used in either the planning, the implementation or the evaluation of the model, the NTSU Faculty Research Fund has regularly provided support for analytical and follow-up studies.

The collaborative-responsive model provides for two distinct programs located in different urban sites: (1) Preston Hollow Teacher Center and (2) Pinkston and Adamson High Schools. Each program is designed to prepare teacher candidates to work effectively in urban settings, particularly with children of different ethnic backgrounds. Each program can be characterized as a field-based, professional semester program.

Each semester some 25-35 NTSU senior level teacher candidates are enrolled in each of the programs. While the secondary candidates are assigned to the schools already cited, the elementary candidates utilize six different schools for their student teaching experiences.

A major strength of the Preston Hollow and the West Dallas (Pinkston and Adamson schools) programs has been the long tenure of several faculty members. The cumulative effect of the continuity of leadership has been a significant factor in the effectiveness of both programs.

The following faculty have worked in the programs:

Preston Hollow

Dr. Wesley Earp
Professor
1972-present

Dr. Fred Tanner
Professor
1972-present

West Dallas

(Pinkston-Adamson)

Dr. David Boger
Assoc. Professor
1974-present

Dr. Walter Doyle
Assoc. Professor
1975-1976

Dr. Reginald Hinely
Professor
1972-1973

Dr. Gerald Ponder
Assoc. Professor
1974-1976

Dr. Richard Simms
Assoc. Professor
1972-75, 1976-present

Dr. Harold Sunderman
Professor
1972-1974

In addition to the above faculty, a number of resource persons, supervising teachers, administrators and supervisors, as well as the advisory council members have actively participated in the functions of the model. However, the number is too large to cite their names here.

Youth Action Centers--The General Superintendent of DISD, the County Juvenile Probation Judge, and the Chief of Police of the Dallas PD met in 1969 to discuss the possibility of organizing a unit wherein the three agencies would work together in truancy and security cases. Following a successful pilot program, 21 centers were established and have been ongoing since 1973.

The purpose of the centers is to provide a liaison among children, the school, the parents, the police, the juvenile department, and the community; and to provide a decentralized pattern of centers where children and parents may come for assistance regarding school or community problems. To accomplish this purpose, the Youth Action Centers places emphasis on education, problem prevention, investigation and counseling.

Prison Reading Program: For nearly a decade College of Education faculty and students have collaborated with local prison officials in the establishment of a reading program for inmates.

Administrative Internship Program--An internship experience is required at North Texas State University for School Administrators and for the Professional Certificate for the Superintendent. Since 1972 the Dallas Independent School District has assisted the University by providing opportunities for the advanced graduate student to broaden

his or her on-the-job experience while working under the direction of an experienced, accomplished public school administrator. Each semester approximately 15 NTSU graduate students are assigned to the Dallas Schools.

Summary--The applicant institutions in this proposal have demonstrated the ability to collaborate in the planning, implementation and evaluation of several projects. Moreover, these institutions have a proven track record for initiating, funding and incorporating innovations locally.

CHAPTER 2

DESCRIPTION AND EXPLANATION OF THE PROJECT

INTRODUCTION

An overview of the proposed project was provided in Chapter 1. The purpose of this chapter is to present the project goals and expected outcomes, describe the major components of the project, and to provide a time-referenced list of the major project activities (6/1/78 - 5/31/83).

A. PROJECT GOALS AND EXPECTED OUTCOMES

Project goals are stated to provide overall direction for the proposed project.

1. To demonstrate the development, installation, and evaluation of a locally developed youth advocacy program in selected areas of the Dallas Independent School District. The program will be characterized by:

A partnership and shared governance system involving groups from North Texas State University, the Dallas Independent School District, the Dallas County Juvenile Department, and the Community. (See Chapter 3).

Education and staff development resources from the University, the school system, and the community.

An ongoing planning and evaluation process consisting of continuous needs assessments, resource identification and allocation and input and output evaluation. (See Chapter 4).

2. To develop and implement a field based staff development program consisting of practica, clinical experiences, workshops, courses, and modules which focus on juvenile delinquents, potential dropouts, and reluctant learners.
3. To develop and implement a Needs Assessment Model to ascertain the needs of teachers for working with delinquent youth, potential dropouts, and reluctant learners.
4. To offer local on-site alternatives in professional education which are responsive to the needs of individual staff members and the needs of the school system and which offer to all staff members in the project schools opportunities for graduate degrees.
5. To provide assistance and supplementary support to existing collaborative-agency efforts through the development and implementation of an intra-inter-agency needs assessment model to ascertain their needs for meeting the needs of adjudicated and troubled youth.
6. To design, implement and operate a responsive teaching and learning environment for both teachers and students in the project schools, with a primary focus upon Black and Mexican-American youth, students from low-income families, students with learning and behavior problems, delinquents, potential dropouts, and reluctant learners.

7. To increase parent and community involvement in the school through:
 - Parent and Community Volunteer Programs
 - Parent and Community Training Programs
 - Collaborative Decision Making
8. To design and implement a staff development program for University professors working in field-based in-class courses.
9. To develop and implement a model for institutionalizing the validated programs and activities emerging from the project.
10. To conduct a systematic program of research which examines the relationship and linkages of delinquency and learning disabilities.
11. To develop and implement a model which builds on existing arrangements for interfacing school activities with those of the juvenile justice system.
12. To develop and implement an Intern training program which will prepare them to work in inner-city schools and provide them with full certification and the M.Ed. degree, upon the successful completion of the program.
13. To develop an inservice teacher education program which builds upon and integrates with the DISD/NTSU preservice program.

EXPECTED OUTCOMES

Expected outcomes are the concrete benefits which can be measured to indicate the degree to which the project goals have been achieved. When completed (1983), this project will have:

1. established a comprehensive youth advocacy program in each of the site schools.
2. produced and tested a model for inter-agency communication and cooperation which will have transferability to the solution of future problems in the project area as well as transferability to other similar urban communities
3. established a comprehensive professional staff development program which integrates pre-service, in-service and parent/community training and which contains the following elements:
 - Ongoing needs assessments.
 - A system for targeting research and development activities on specific educational problems and needs.
 - Program development process.
 - A bank of training resources.
 - A data bank of research findings, models, and materials.
 - Shared governance in management and evaluation.
 - Alternative delivery systems for training.

--Access to graduate degrees

4. established a staff development program for university faculty; and, produced twelve staff development modules for other university faculty.
5. created a responsive and success oriented learning environment in each of the site schools as characterized by:
 - A reduction of discipline problems.
 - Increased motivation among students to learn.
 - A significant increase in student achievement.
 - Greater cohesion and morale among teachers and students.
 - Alternative curricula and alternative instructional approaches.
6. Increased the involvement of parents and community members in the site schools as demonstrated by:
 - An organizational structure in which parents, students, and teachers collaborate in making decisions about the school and its curriculum.
 - Trained parent tutors and aides operating in the school.
 - Increased attendance at school sponsored activities and increased responsiveness to school needs and requests.
7. Achieved institutional adaptation of research validated models, processes and materials at North Texas State University and in each of the site schools.
8. Established a process for the design and implementation of a field based staff development program focusing on the application of research findings to address site specific needs.
9. Demonstrated organizational and curriculum change in the site schools and in teacher education at North Texas State University as evidenced by:
 - Alternative and flexible units of instruction.
 - Differentiated staffing.
 - Research based curricula.
 - Systematic formative and summative evaluation of programs.
 - Individualized staff development programs.
 - Open organizational systems with all constituencies represented in governance and management.
10. created a responsive and success oriented learning environment in the youth correctional facility as characterized by:
 - A reduction of discipline problems.
 - Increased motivation among students to learn.

--A significant increase in student achievement.

--Greater cohesion and morale among teachers and students.

11. Established an effective liaison between teachers, counselors and administrators in the youth correction center and the site schools.
12. Developed an effective prevention/intervention/remediation program in the site schools and the community for youth with identified behavior.
13. Facilitated on the undergraduate teacher education program in the College of Education in the NTSU College of Education.
14. Impacted on the undergraduate teacher education program in the College of Education as demonstrated by an increase in the amount of time devoted to:

- the teaching of reading skills
- diagnostic and prescriptive teaching
- classroom management and control
- alternative teaching models
- multi-culturalism
- mainstreaming

15. Disseminated and diffused its effective models for replication throughout the State of Texas and the Southwest, if not the nation.

B. DESCRIPTION OF THE MAJOR PROJECT COMPONENTS

1. SCHOOL STAFF DEVELOPMENT PROGRAM

A primary focus throughout this five-year project is on the classroom teacher as an innovation developer and user. The focus results from the project's fundamental premise that no instructional strategy or material, regardless of its intrinsic merit, will benefit targeted students unless it is used in the classroom by teachers. Fullan and Pomfret (1977), for example, in an extensive review of the literature on curriculum and instruction implementation found that current policies regarding innovation at both the national and local levels focus on adoption, with little concern for or recognition of the process of implementation and its attendant complexities. As a result, despite the large amounts of money, time, and energy spent developing innovations and getting them adopted, the general fate of educational innovations has been a rapidly achieved state of disuse following adoption (Berman and McLoughlin, 1976; Fullan and Pomfret, 1977; and Sikorski, 1976), effectively negating the intended impact of the new materials, structures, or procedures. While the reasons for the phenomenon of disuse are many, several analyses (Berman and Pauly, 1975; Downey et.al., 1975; House, 1974; and Ponder

and Doyle, 1977) have concluded that a major cause of implementation problems may be found in the complexities of the ecology of the classroom and the demands of change on teachers, the primary users of innovations.

The proposed project will employ the user-adoption model described in Chapter 3. The model has two major dimensions: (1) the development of field-based procedures for the articulation and analysis of needs of secondary-level classroom teachers of delinquent youth and youth offenders; and (2) the development of procedures for generating and implementing ecologically valid methods for addressing these needs.

This project can be defined largely as an effort to evolve and refine an approach for maximizing the impact of available knowledge on the classroom. To accomplish this goal, the project will utilize research conclusions derived from studies of innovation-adoption and implementation to construct a process that focuses on problems identified by practitioners and the generation of knowledge applicable to practitioners' tasks of development and selection of curriculum structures and materials as well as interaction behaviors. The Needs Assessment Model for implementing this program is contained in Chapter 3.

The specific goals and activities of the instructional program can only be described as the project develops and as the interaction processes encourage idea sharing, problem seeking and problem solving among the project teachers, interns, peer group counselor, and other personnel. However, the content specifications (CS) and experiential specifications (ES) for the School Staff Development program and the expected outcomes are presented below.

(a) Content and Experiential Specifications for the Inservice Staff Development Model For Teachers, Interns, and Detention Center Personnel:

General Objective: The content of the instructional program will prepare teachers, interns, and detention center personnel to work effectively with Teacher Corps staff, agency personnel, students with learning problems, pre-delinquents, delinquents and their parents, and residents of the community.

In each of the following content specifications (CS), one block of content within the Instructional Model will prepare teachers, interns, and detention center personnel:

- CS 1. in basic interviewing skills, counselor relationship building and action oriented intervention strategies;
- CS 2. to individualize instruction;
- CS 3. in basic competencies in special education, including diagnostic and prescriptive teaching and mainstreaming strategies;
- CS 4. in affective education;
- CS 5. in the foundations of human growth and development, including juvenile delinquency;
- CS 6. in multicultural education with an emphasis on Black and Mexican-American heritage;
- CS 7. in decision-making, problem solving, motivation and achievement skills;
- CS 8. in understanding the role and function of community agencies, focusing on cooperative programs between the school and agencies;
- CS 9. to focus on maximizing youth potentials through career education;
- CS 10. in classroom management skills;
- CS 11. in group skills and team building;
- CS 12. in the sociology of delinquency;
- CS 13. in the sociology of urban life.

In each of the following experimental specifications, one block of content will prepare teachers, interns, and detention center personnel:

- ES 1. with a laboratory practicum component to develop counseling relationship and intervention strategies to be used in the classroom;
- ES 2. with structured laboratory experiences focusing on human relations training;
- ES 3. with a practicum in each other's setting (Job Switching).

(b) Expected Outcomes of School Staff Development Programs

By the end of the project in 1983, it is expected that each participant who completes the total program will be able to:

- 1. Use the results of a variety of standard tests, informal measures, and student profiles to assist in diagnosing learning difficulties.
- 2. Identify learning difficulties and diagnose normal learning problems.

3. Isolate learning modes most appropriate for each student.
4. Prescribe individualized instruction based on learning difficulties.
5. Develop and sequence instructional objectives.
6. Analyze reading skills of students and prescribe skills and competencies to be taught.
7. Evaluate the difficulty of printed material and assign to students reading material appropriate to their reading level.
8. Demonstrate classroom strategies for the teaching of vocabulary, levels of comprehension, and skills specific to a content area.
9. Reinforce productive behavior with praise and other reinforcers.
10. Extinguish unproductive behavior.
11. Create a satisfying and enjoyable classroom as demonstrated by increased interaction between students of opposite sex and race.
12. Analyze and build social relations which results in a decrease in classroom discipline problems.
13. Use ethnographic techniques to assess and analyze classroom management.
14. Assess and analyze the school communication system.
15. Conduct open-ended classroom discussions and facilitate group processes.
16. Conduct class meeting to help students solve problems.
17. Conduct and help others to conduct success oriented classroom practices that build self-worth.
18. Help students to assess their present behavior and to develop strategies for improving his/her behavior.
19. Describe, analyze, compare, and demonstrate the application of a wide range of teaching strategies.
20. Analyze their own teaching behavior and prescribe changes for improvement.
21. Use alternative self-assessment and self-evaluation techniques.
22. Conduct a community survey to gather valid information about the community.
23. Assess how the school affects subgroups such as Blacks and Mexican-Americans.
24. Evaluate the general effectiveness of the school in meeting the needs of students and the community.
25. Select and implement alternative instructional programs.
26. Demonstrate an awareness and knowledge of the histories, contributions, and current situations of various ethnic groups.

27. Demonstrate instructional strategies in classrooms designed to enhance among students the understanding and appreciation of diverse ethnic groups.
28. Demonstrate an awareness and knowledge of the characteristics of racism, prejudice, and ethnocentrism, and their debilitating effects.
29. Demonstrate instructional strategies designed to develop within the minority student a more positive self concept and an appreciation of his/her ethnic group.
30. Articulate and express insights into his/her own preconceptions and stereotypes.
31. Integrate multi-cultural concepts into all areas of the curriculum.
32. Communicate with juvenile justice personnel regarding the status of a particular delinquent.
33. Counsel delinquents on personal problems.
34. Demonstrate selected intervention strategies on delinquent youth.

(2) THE UNIVERSITY STAFF DEVELOPMENT PROGRAM

Since World War II inservice teacher education has become a big business. Joyce's estimates (1976) indicate that there are nearly 40,000 consultants or supervisors whose primary responsibilities are in the area of inservice. In addition, there are 45,000 university education professors, the majority of whom devote some time to inservice teacher education. Further, he has identified almost 100,000 principals and vice-principals and 15,000 support personnel who contribute to inservice activity through their administrative, curricular or instructional efforts. Thus, excluding team leaders, department chairpersons, private consultants, and intermediate agency and regional support, Joyce maintains that there may well be over one-quarter million persons in positions directly related to inservice education.

Despite the wealth of resources currently being devoted to ISTE, critics of inservice programs argue that neither the buyers nor the sellers are satisfied (Howey, 1976; Edelfelt and Johnson, 1975). The improvement of inservice programs is both an important and emotionally charged issue. The prestige of Colleges of Education is eroding under the pressures from practicing teachers, state departments of education and professional teacher organizations. From different perspectives, each group is challenging the ability of Colleges of Education to deliver effective ISTE programs which result in improved instruction in the classroom.

The major objective of this model is to improve the skills of university faculty for delivering ISTE programs to teachers in inner city schools. Over the five years of the project many of the NTSU College of Education Faculty will have an opportunity to work in the project as either a Teacher Corps Core Faculty member or consultant. Consequently, at the conclusion of the project, the College will have a cadre of faculty well prepared to deliver ISTE programs. Moreover, it is anticipated that faculty involvement in the project will result in an improvement of the undergraduate teacher education program to better meet the needs of urban disadvantaged youth.

The specific goals and activities for the University Staff Development Program can only be identified as the project develops and the needs of the Teacher Corps Core Faculty are assessed. However, the minimal objectives of the instructional model which are critical to the goals of the project can be identified for at this time:

(a) Content and Experiential Specifications for the Staff Development Model for Teacher Corps Core Faculty.

General Objective: The content of the instructional program will prepare Core Faculty to effectively work with teachers, students, agency personnel, and community persons, including parents.

In each of the following content specifications (CS), one block of content within the Instructional Model will prepare Core Faculty:

- CS 1. in basic interviewing skills, counselor relationship building and action oriented intervention strategies;
- CS 2. in multi-cultural education with an emphasis on Black and Mexican-American heritage;
- CS 3. in basic competencies in special education, including mainstreaming strategies;
- CS 4. with an understanding of the role and function of community agencies, focusing on cooperative programs between the school and these agencies.

In each of the following experiential specifications (ES), one block of content will provide Core Faculty:

- ES 1. with a laboratory practicum component at the University to develop counseling relationship and intervention strategies to be used in the classroom;

- ES 2. with a structured laboratory experience focusing on human relations training.

(b) Expected Outcomes of the University Staff Development Program

By the conclusion of the project in 1983, it is expected that each participant who completes the total program will be able to:

1. Demonstrate basic counseling and intervention skills.
2. Demonstrate an awareness and knowledge of the histories, contributions, and current problems of various ethnic groups.
3. Incorporate multi-cultural component in undergraduate teacher training program.
4. Demonstrate an understanding of P.L. 94-142 and its implications.
5. Demonstrate mainstreaming techniques for secondary students.
6. Incorporate mainstreaming techniques and special education component into undergraduate teacher education program.
7. Demonstrate an understanding of the role of community agencies in dealing with juvenile delinquents and youth offenders.
8. Devise strategies for increasing public input into teacher training program and seek to implement these at the university level.

(3) COMMUNITY BASED PROGRAM

For any youth advocacy project to be successful, it is essential to gain the support of parents and the community. This support can only be achieved when parents and community members are involved in decision-making and are informed as to the purpose of the project and its progress. Since the proposed project will focus on the adoption of a community-wide youth advocacy program, informed and supportive parents/community members are essential. The active participation, involvement, and support of parents and community representatives will be achieved through a systematic parent and community education program consisting of the following elements and activities.

- Parent and Community Participation in Teacher Corps Policy Development and Implementation. Six parents and two community agency representatives will be active members of the School/Community Council. In addition, four parents will serve on the Policy Committee. All parents will receive organizational development training along with other committee members.
- Parent and Community Training Program will offer training to parents and community volunteers which will prepare them to provide tutorial and counseling assistance to students with learning and behavioral problems. Moreover, parents

of students in the demonstration schools will be provided with opportunities to be trained in skills to support the school's instructional program. Finally, parents will be offered training in parenting, including interpersonal and communication skills.

--Parent/Community Awareness Program will offer to parents and interested community members an orientation to each of the project components as they are implemented. These parents will be encouraged to disseminate information relative to the project to other parents and community members.

(a) Content Specifications for the Community Model:

General Objective: The content of the instructional program for community volunteers, parents of delinquents, and other community persons will prepare them to effectively work with teachers, agency personnel, and delinquent youth.

In each of the following content specifications (CS), one block of content within the Instructional Model will:

- CS 1. prepare parents in parenting;
- CS 2. prepare community persons in basic interviewing skills, counselor relationship building and action oriented intervention strategies;
- CS 3. prepare community persons in basic tutorial skills;
- CS 4. prepare community persons in basic career education concepts and principles;
- CS 5. provide community persons with an understanding of the role and function of community agencies.

(b) Expected Outcomes of Community Based Programs

By the termination of the project in 1983, it is expected that each participant who completes the total program will be able to:

- 1. Demonstrate problem solving techniques.
- 2. Identify services which are needed for youth and those which duplicate existing efforts.
- 3. Demonstrate basic counseling skills and intervention strategies.
- 4. Collaborate in the decision-making process of the school curriculum.
- 5. Diagnose and assess community organizations; their goals and priorities.
- 6. Build more effective relationships with youth.

(4) INTERAGENCY-INTERACTION MODEL

Delinquency prevention, screening, identification, intervention and remediation are all too important, complex and difficult to be the exclusive prerogative of any one agency. Though the Dallas schools, community agencies, juvenile justice system, and police department have made considerable progress in attending to problem youth, much remains to be done. Effectively dealing with juvenile delinquency in the Dallas area requires the further coordination and integration of community-wide resources. The profile of the juvenile delinquency problem in Dallas is at best a silhouette and only suggestive of the complexity of the problems facing the community and its several agencies.

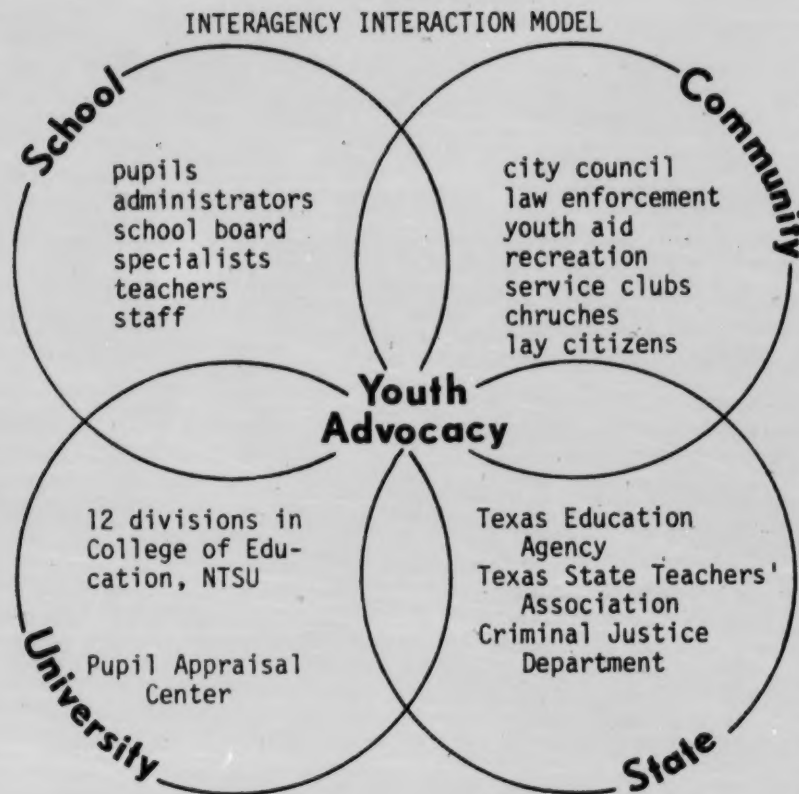
Schools are illustrative of agencies unable by themselves to cope with the dilemmas posed by the delinquent, the rebel, the non-conformist, the uninterested learner. In general, teachers are not comfortable dealing with youngsters uninterested in learning. Neither inservice nor preservice teacher education has adequately prepared teachers to cope with the multiplicity of problems that occur daily in the classroom.

This aspect of the project will establish a mechanism which builds on existing arrangements to bring the appropriate community resources to bear on the problem. By assisting agencies presently involved in collaborative efforts, it is believed that the major constituencies and their role groups can establish a lasting youth advocacy program. Moreover, it is believed that this approach to problem solving will have transferability to other community problems. Figure 2.1 below list the major community groups and role groups and illustrates the interagency interaction thrust of the project. The strategies for implementing the model are contained in Chapter 3. Below are the content specification for the instructional model for preparing selected agency personnel to work more effectively in prevention/intervention/remediation youth advocacy.

(a) Content Specifications for the Interagency Interaction Model:

General Objective: The content of the interaction program will supplement present efforts to implement preventive and rehabilitative programs for youth

FIGURE 2.1



offenders. This model will focus on two areas: (1) intra-agency needs assessment roles, goals, and assessment of ongoing programs in relation to pre-delinquent and delinquent youth; and (2) inter-agency planning and cooperation to increase the possibility of concerted action on problems of youth.

One block of content (CS) within the Intra-Agency Model will assist each Agency in:

CS for the Intra-Agency Model 1.

conducting a needs assessment;

CS for the Intra-Agency Model 2.

clarifying the role of the project;

CS for the Intra-Agency Model 3.

establishing their goals relative to the project;

CS for the Intra-Agency Model 4.

the development of a management system for achieving goals;

CS for the Intra-Agency Model 5.

to evaluate and assess its level of goal achievement;

CS for the Inter-Agency Model 6.

planning and coordinating their programs;

CS for the Inter-Agency Model 7.

identifying duplication of effort and identifying services which are needed but not available in the community;

CS for the Inter-Agency Model 8.

working in close cooperation with the schools efforts in developing programs for pre-delinquent and delinquent youth;

CS for the Inter-Agency Model 9.

explore the possibilities of planning cooperative communitywide events or programs;

CS for the Inter-Agency Model 10.

evaluating the overall effectiveness of their combined efforts in increasing services to youth in the community.

Content Specification for the Instructional and Experiential Model for Selected

Agency Personnel:

General Objective: The content of the instructional program will prepare selected agency personnel to work effectively with teachers, pre-delinquents, delinquents, and the parents of delinquents.

In each of the following content specifications (CS), one block of content within the Instructional Model will prepare agency personnel:

- CS 1. in basic interviewing skills, counselor relationship building and action oriented intervention strategies;
- CS 2. in multi-cultural education with emphasis on Black and Mexican-American heritage;
- CS 3. prepare agency personnel in group skills and team building.

In each of the following experiential specifications (ES), one block of content will provide agency personnel with:

- ES 1. a laboratory practicum component to develop counseling relationship and intervention strategies to be refined and validated in their agency settings.

(b) Expected Outcomes of Interagency Interaction Program

By the termination of the project in 1983, it is expected that each participant who completes the total program will be able to:

1. Demonstrate problem solving techniques.
2. Demonstrate the ability to develop, implement, and evaluate innovative programs for juveniles and youth offenders.
3. Identify services which are needed for youth and those which duplicate existing efforts.
4. Demonstrate basic counseling skills and intervention strategies.
5. Demonstrate an awareness and knowledge of the histories, contributions, and current situations of various ethnic groups.
6. Demonstrate an awareness and knowledge of the characteristics of racism, prejudice, and ethnocentrism, and their debilitating effects.
7. Articulate and express insights into his/her own preconceptions and stereotypes.
8. Collaborate in the decision-making process of the school curriculum.
9. Diagnose and assess community organizations; their goals and priorities with specific regard to their contributions to youth.
10. Build more effective relationships with youth.
11. Demonstrate the ability to promote team building.

5. EXCEPTIONAL CHILD COMPONENT

Beginning in the 1960's a sequence of events resulted in the increasing trend away from educating handicapped learners in special classes and toward integrating handicapped learners into regular classes for the majority of the school day. More recently, the momentum for integration increased as a result of court decisions (e.g., Diana v. State Board of Education) mandating the return of certain handicapped learners to general education. These court decisions were followed by legislative enactments in some states which not infrequently provided for handicapped learners to be placed in the regular classroom. PL 94-142 marked the culmination of the movement for the regular class

placement of handicapped learners. Although there may be some serious obstacles to mainstreaming (MacMillan, Jones, and Meyers, 1976), the question is no longer whether to mainstream but rather how to most effectively accomplish the task.

This project will seek to develop a Child Study Team within each of the demonstration schools. The goal of the CST will be to bring the expertise and experience of regular classroom teachers and specialists to bear on the learning and adjustment problems of students. In brief, a Child Study Team will be selected and trained; systematic screening procedures will be established in the demonstration school populations screened for exceptionalities; and, programs and staff development will be initiated focusing on mainstreaming strategies.

(a) Content Specifications for the Staff Development Model for Exceptionality.

General Objective: The content of the Exceptional Child Component will prepare interns, teachers and other educational personnel to work effectively with students with a wide range of variability in learning and behavior.

One block of content (CS) within the Exceptional Child Component will prepare interns, teachers, and other educational personnel in:

- CS 1. observational techniques; program management; and, evaluation of intervention strategies.
- CS 2. parent interviewing techniques; and, techniques for inventorying community resources for exceptional children.
- CS 3. procedures and instruments for screening for exceptionalities.
- CS 4. mainstreaming techniques, behavior management, individual instruction, and assessment strategies.

(b) Expected Outcomes of Exceptional Child Component

- 1. Students and educational personnel will feel that they are in a supportive environment.
- 2. Reduction of disruptive behavior.
- 3. Students will work more productively and cooperatively.
- 4. Educational personnel will possess skills in screening techniques, diagnostic and prescriptive teaching, and behavior management.
- 5. Educational personnel will possess skills in working with students with a wide range of variability.

(6) MULTI-CULTURAL COMPONENT

Given the location of the proposed project and the target population, the multi-cultural component of this project is especially significant. In addition to this component which highlights the importance of Multi-Culturalism, care has been taken to include it in each of the other components, when appropriate.

This project will focus on both the affective and cognitive dimensions of multi-cultural education. Allport (1955), Clark (1972), and Goodman (1960) maintain that interactions with individuals of differing backgrounds are based on attitudes and emotions rather than on knowledge. However, Bloom (1956) has demonstrated rather clearly that the affective and cognitive domains are inextricably interrelated. In brief, if either domain is neglected, the impact of instruction is likely to be limited.

The major thrust of the multi-cultural component will be to prepare educational personnel to enhance learning by developing processes that will aid in removing prejudice which is based on sex, race, age or culture. Secondly, the project will prepare personnel to assist youth to view themselves in a more positive way. Thirdly, the project will seek to take advantage of the unique nature of the Dallas community in the development of a cultural awareness program for adults as well as youth. Lastly, the project will promote interaction among the various constituencies in the community through its Community Based program.

Seminars, workshops and courses will be conducted to achieve the above objectives. At the conclusion of the project it is expected the students' self concept will be improved, and a higher degree of community interaction will occur.

(7) TEACHER-INTERN COMPONENT

The recruitment, selection, and compensation (including medical insurance) of the teacher-interns is explained in Chapter 3. The teacher-interns were also included in section B (1) of the present Chapter which explained the school staff development program.

A major purpose of the project is to attract and train educational personnel to work effectively with youth offenders and delinquent youth. The content of the teacher-intern component will prepare the interns with the necessary skills and competencies

to work effectively with predelinquents, delinquents, and other youth with a wide range of variability in their socio-economic, behavioral, and learning backgrounds. In addition to content preparation, each intern will have extended field experiences in community agencies, the detention center, and a youth correctional facility.

Each intern will complete a degree-plan in cooperation with the Certification Officer at NTSU. The plan will include all courses necessary for teacher certification and those necessary for the completion of the M.Ed. degree within the two-year program. The Team Leader will serve as the primary contact person for the interns, providing them with guidance, assisting them in planning, and, in general, establishing the linkages necessary for a successful experience in the school/community. One intern, elected by his/her peers, will serve on the School/Community Council, and, a second intern, similarly elected, will serve on the Teacher Corps Policy Committee. Since the term on each of these committees is for one year, it is likely that each of the interns will have a committee experience during their tenure in the project.

Therefore, at the conclusion of the project in 1983, eight teacher interns will have completed the program and will have earned the M.Ed. degree. Each of the interns will have the content and experiential background to work effectively with predelinquent, delinquent, and other troubled youth.

(8) LEADERSHIP TRAINING PROGRAM

To ensure the continuation and development of the Comprehensive Urban Youth Advocacy Plan after Teacher Corps, the leadership role of the University and the Teacher Corps Project staff must shift to local constituencies over the five years of the project. The roles of the problem solving teams in the instructional model were designed to serve this purpose. This organizational structure, however, will require an instructional program in leadership skills to become functional. The project staff and the administrators in the site schools will identify 20 teachers for the Teacher Leader Graduate Program. It will be designed to:

- a. develop leadership qualities of outstanding classroom teachers;
- b. provide well-trained classroom personnel who are competent in inservice and

preservice development of teachers and who can help colleagues keep curriculum current with the needs of youngsters and society;

- c. encourage the University to use Teacher Leaders as significant personnel for improved preservice and inservice teacher preparation;
- d. provide, through trained teacher leaders, continuous support and guidance of pre-service teacher candidates and of new teachers during their initial years of teaching.

The teachers selected will enter a program which will develop the following competencies.

- institutional change strategies in education with a special emphasis on group processes for collaborative decision-making, implementing curricular change, and effecting change in teacher performance and growth;
- curricular alternatives in specialized fields;
- alternative curriculum development procedures and models;
- ethnographic observational skills;
- instructional theory;
- analysis of teaching;
- diagnostic and prescriptive teaching;
- group leadership skills;
- adapting and using research findings.

Upon the completion of the Leadership Training Program the participants will be able to:

- assist professional staff to identify and define areas of concern;
- assist professional staff in identifying criteria for the successful achievement of an instructional goal;
- assist professional staff to record systematically behaviors related to an area of concern;
- assist professional staff in analyzing observational data with respect to an area of concern;
- assist professional staff in evaluating the results of remedial efforts in relation to an area of concern;
- design an individualized staff development plan for a group of at least ten professional staff members.
- conduct workshops and minicourses.

- analyze programs and assist teachers in curriculum development;
- assist professional staff in becoming aware of the agencies that serve youth in the Dallas area;
- assist professional staff in interfacing activities among the school, youth agencies and youth correctional facilities.

(9) ADOPTION AND INSTITUTIONALIZATION

The process of moving from project to sustained operational status by shifting leadership from the project to the public school, university and community personnel has been a weakness of many federal projects (Mann, 1976). The Concerns Based Adoption Model is a superb tool for examining both the stages that individuals proceed through in the adoption process and the levels of use of an innovation. However, the problem is that neither this model nor other existing models (e.g. RDDA, PS, SI, or RUPS) provide a systematic means for developing, implementing, and assessing articulation (linkage/interfacing) and political strategies for maximizing the probability of incorporation of an innovation at the institutional level. System management models developed by business and management personnel have many of the same weaknesses. Furthermore, many SM models have cost effectiveness as their central focus. While cost effectiveness is an important variable in service programs it is sometimes less important than other variables. Moreover, the tools for measurement and quantification of important variables in service programs are less sophisticated than those available to the industrial technologist. Opportunity cost data are, for example, far more difficult to obtain in service than production programs. Consequently, the decision making process for adopting or rejecting service programs, given the crude measurement tools and the multitude of inextricably related variables and intervening variables, is extremely complex.

The problem is that institutionalization goes well beyond the individuals participating in a project. Regardless of the merits of a project or the logical arguments that can be made for it, unless strategies for institutionalization are actively pursued, the life of a project is not likely to extend beyond its participants. Innovators have generally accepted individual adoption as institutionalization. That individual adoption is a necessary but insufficient condition for institutionalization has been

documented time and again. Perhaps a major reason that such a low level of adoption in projects has been acceptable to innovators has been the typical short term of funding. Teacher Corps projects which extend over a five year period offer an excellent opportunity for exploring a higher level of institutionalization and adoption. The proposed project will develop, implement, and evaluate such a model. Because of the complexity of this component, the details are only in the formative stage at this time.

(10) GRADUATE CREDIT FOR TRAINING ACTIVITIES

Each semester of the five-year project a field based curriculum consisting of practical, clinical experiences, and workshops and modules designed around Youth Advocacy will offer educational and professional opportunities.

a. Graduate Degree Programs--Interns will participate in a pre-service M.Ed. program consisting of an internship and graduate degree curriculum areas built around research validated models and processes. Successful completion of the program will lead to an M.Ed. degree.

The Team Leader, classroom teachers administrators, and supervisors will have access to the Teacher-Leader Graduate Degree programs consisting of practica, clinical experiences and graduate degree curriculum. If the Teacher Corps team leader administrators and supervisors should have a masters degree, then he or she would have access to the doctoral program in Educational Leadership.

The graduate program for the interns, team leader, and professional school staff will be highly individualized. The differences in the requirements of the programs will call for a contract for an individualized program to be developed between each trainee and university staff covering specified requirements and segments of time.

Graduate degree programs will be offered at the demonstration schools in compliance with the policy of North Texas State's Graduate School which permits graduate degree programs off campus when instructional responsibility is assumed by faculty members as part of their regular teaching load.

Within these program arrangements pre-service interns and experienced classroom teachers will often participate in workshops and modules together, thus integrating

pre-service and in-service education.

b. Workshops--Workshops for school board members, project committee members, parents, and for educational personnel from schools feeding students into the demonstration schools will be offered consistent with the goals and purposes of the project. A special training program will be provided for parents (Parent Effectiveness Training Program) and, wherever appropriate, undergraduate or graduate credit will be available to participants.

(11) THE TEACHER CORPS PROJECT CENTER

(a) The center will provide office space for professional project personnel.

(b) The center will serve as a curriculum resource center for all teachers in the project area. Some meetings will be held in the center. Information will be available as to ongoing programs within the project and regarding regional or state supplemental programs available to teachers.

(c) The center will be operated and managed by a Teachers Corps Aide.

(d) A visit and orientation to the center will be included in the agenda of teachers' meetings at the various project schools as soon as the center is operational.

(e) The center will identify, assemble and catalog curriculum guides, samples of curriculum materials on programmed instruction, learning activity packages and other self instructional materials.

(f) The center will develop sections that will focus on: (1) Pre-delinquent and delinquent youth, (2) Drugs and Alcohol Abuse, (3) Black Studies, (4) Mexican-American Studies, (5) Affective Education, (6) Special Education - including tutoring and remedial skills and (7) Alternative Education.

(g) The center will serve an exchange function for ideas and information between the various schools in the project.

(h) Materials for the curriculum center will be available to various schools or agencies within the project. Materials will be available from commercial publishers, individual projects, state departments of education, federal agencies, and higher education institutions.

C. TIME REFERENCED ACTIVITIES

Each of the major events of the project are time-referenced on the following pages.

MAJOR PROJECT ACTIVITIES
(6-1-78 to 5-31-83)

ACTIVITY	June	July	Aug	1978 Sept	Oct	Nov	Dec	Jan	1979 Feb	Mar	Apr	May
Appoint Project Director	X											
Operationalize "temporary" Com. Advisory Committee	X											
Establish Teacher Corps Center	X											
Recruit and Select Secretary #1	X											
Appoint School/University Planner	X											
Recruit and Select Community/ Community Agency Planner	X											
Recruit and Select Historical Documentor/Evaluator	X											
69 Begin Phase I of University Staff Development	X											
Professional Personnel Orientation	X											
Orient Community to Project	X	----	X									
Establish Guidelines for Election of Community Council	X	----	X									
Elect Community Council												X
Operationalize Policy Board												X
Operationalize Management Team												X
Operationalize Community Council												X
File Quarterly Report												X
Develop Project Objectives			X	-----	on-going	-----						X
Phases I-IV of Management Plan			X	-----	on-going	-----						X

MAJOR PROJECT ACTIVITIES
(6-1-78 to 5-31-83)

ACTIVITY	June	July	1978		Oct	Nov	Dec	Jan	Feb	1979	Apr	May
			Aug	Sept						Mar		
Regular Teacher Orientation in Demonstration and Satellite Schools			X									
Phase I of Inter-Agency Interaction Model					X-----X							
Collect and Analyze Community Needs					X-----X							
File Quarterly Report							X					
Phase II of Inter-Agency Interaction Model								X-----X				
Conduct Steps 1-6 of Teacher Needs Assessment Model								X-----X				
File Quarterly Report									X			
40 Recruit and Select Team Leader										X-----X		
Recruit and Select Four (4) Teacher Corps Interns										X-----X		
Determine Staffing Patterns for Project											X	
Recruit and Select Project Personnel											X--X	
Plan Summer Youth Advocacy Program for Teachers											X--X	
Recruit Teachers for Summer YA Program												X
Submit Continuation Proposal												X
Prepare Management by Objectives Chart (including documentation, dissemination, and demonstration strategies)												X

MAJOR PROJECT ACTIVITIES
(6-1-78 to 5-31-83)

ACTIVITY	June	July	Aug	1979		Nov	Dec	Jan	1980		Apr	May
				Sept	Oct				Feb	Mar		
File Quarterly Report	X											
Develop Degree Plan for Interns	X											
Evaluate Inter-Agency Interaction Model	X											
New Staff Orientation (Interns included)	X											
Instructional Program for Youth Agencies	X	-----				On-going	-----					X
Phases I-VI of Management Plan	X	-----				On-going	-----					X
Summer Youth Advocacy Program for Teachers	X	---	X									
Evaluate Summer YA Program for Teachers		X										
Intern Agency Practicum		X	-----	X								
Community Education Program		X	-----			On-going	-----					X
File Quarterly Report					X							
Step 7 of Teacher Needs Assessment Model					X	-----		X				
Select and Train Peer Group Counselors					X	-----		On-going	-----			X
File Quarterly Report								X				
Step 8 of Teacher Needs Assessment Model										X		
Step 9 of Teacher Needs Assessment Model										X		
Steps 1-6 of Teacher Needs Assessment Model										X		

MAJOR PROJECT ACTIVITIES

(6-1-78 to 5-31-83)

ACTIVITY	June	July	Aug	1979	Oct	Nov	Dec	Jan	1980	Apr	May
				Sept					Feb	Mar	
Step 7 of Teacher Needs Assessment Model									X-----		X
File Quarterly Report										X	
Conduct Community Needs Assessment											X
Evaluate Community Education Program											X
Evaluate Peer Counseling Program											X
Step 8 of Teacher Needs Assessment Model											X
Submit Continuation Proposal											X
Revise Management by Objectives Chart (including documentation, dissemination, and demonstration strategies)											X
Plan Summer Youth Advocacy Program for Teachers											X
Recruit Teachers for Summer YA Program											X

MAJOR PROJECT ACTIVITIES
(6-1-78 to 5-31-83)

ACTIVITY	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
File Quarterly Report	X											
Instructional Program for Youth Agencies	X	-----	-----	-----	-----	On-going	-----	-----	-----	-----	-----	X
Phases I-VI of Management Plan	X	-----	-----	-----	-----	On-going	-----	-----	-----	-----	-----	X
Summer Youth Advocacy Program for Teachers	X	---	X									
Evaluate Summer YA Program for Teachers			X									
Intern Detention Center Practicum		X	-----	X								
Community Education Program		X	-----	-----	-----	On-going	-----	-----	-----	-----	-----	X
Phase II of University Staff Development Model				X	-----	On-going	-----	-----	-----	-----	-----	X
43 File Quarterly Report				X								
Step 7 of Teacher Needs Assessment Model				X	-----	-----	-----	X				
Select and Train Peer Group Counselors				X	-----	-----	On-going	-----	-----	-----	-----	X
File Quarterly Report								X				
Step 8 of Teacher Needs Assessment Model								X				
Step 9 of Teacher Needs Assessment Model								X				
Steps 1-6 of Teacher Needs Assessment Model								X				

MAJOR PROJECT ACTIVITIES

(6-1-78 to 5-31-83)

ACTIVITY	June	July	Aug	1980	Oct	Nov	Dec	Jan	1981	Apr	May
				Sept					Feb	Mar	
Step 7 of Teacher Needs Assessment Model									X-----		X
File Quarterly Report									X		
Recruit and Select Second Set of Interns										X-----	X
Recruit and Select Team Leader										X-----	X
Conduct Community Needs Assessment										X	
Evaluate Community Education Program										X	
Evaluate Peer Counseling Program											X
Step 8 of Teacher Needs Assessment Model											X
Submit Continuation Proposal											X
Revise Management by Objectives Chart (including documentation, dissemination, and demonstration strategies)											X
Graduate First Set of Interns											X
Plan Summer Youth Advocacy Program for Teachers											X
Recruit Teachers for Summer YA Program											X

MAJOR PROJECT ACTIVITIES

(6-1-78 to 5-31-83)

ACTIVITY	June	July	Aug	1981 Sept	Oct	Nov	Dec	Jan	Feb	1982 Mar	Apr	May
File Quarterly Report	X											
Develop Degree Plan for Interns	X											
Instructional Program for Youth Agencies	X	-----	-----	-----	-----	On-going	-----	-----	-----	-----	-----	X
Phases I-VI of Management Plan	X	-----	-----	-----	-----	On-going	-----	-----	-----	-----	-----	X
Summer YA Program for Teachers	X	---X										
Evaluate Summer YA Program for Teachers		X										
Intern Agency Practicum		X	-----	X								
Community Education Program		X	-----	-----	-----	On-going	-----	-----	-----	-----	-----	X
45 File Quarterly Report				X								
Phase III of University Staff Development Program				X	-----	-----	On-going	-----	-----	-----	-----	X
Step 7 of Teacher Needs Assessment Model				X	-----	-----	-----	X				
Select and Train Peer Group Counselors				X	-----	-----	-----	On-going	-----	-----	-----	X
File Quarterly Report								X				
Step 8 of Teacher Needs Assessment Model								X				
Step 9 of Teacher Needs Assessment Model								X				
Step 1-6 of Teacher Needs Assessment Model								X				

MAJOR PROJECT ACTIVITIES

(6-1-78 to 5-31-83)

ACTIVITY												
	June	July	Aug	1981 Sept	Oct	Nov	Dec	Jan	Feb	1982 Mar	Apr	May
Step 7 of Teacher Needs Assessment Model									X-----			X
File Quarterly Report										X		
Conduct Community Needs Assessment											X	
Evaluate Community Education Program											X	
Evaluate Peer Counseling Program												X
Step 8 of Teacher Needs Assessment Model												X
Step 9 of Teacher Needs Assessment Model												X
Submit Continuation Proposal												X
Plan Summer Youth Advocacy Program for Teachers												X
Recruit Teachers for Summer YA Program												X
Revise Management by Objectives Chart (including documentation, dissemination, and demonstration)												X
Community/Community Agencies/Demonstration and Satellite Schools develop Compre- hensive Urban Youth Advocacy Program												X

MAJOR PROJECT ACTIVITIES

(6-1-78 to 5-31-83)

ACTIVITY	June	July	Aug	1982		Oct	Nov	Dec	Jan	Feb	1983	Apr	May
				Sept							Mar		
File Quarterly Report	X												
Implement Comprehensive Urban Youth Advocacy Program	X	-----	-----	-----	-----	On-going	-----	-----	-----	-----	-----	-----	X
Phases I-VI of Management Plan	X	-----	-----	-----	-----	On-going	-----	-----	-----	-----	-----	-----	X
Summer YA Program for Teachers	X	-----	X										
Teacher Leadership Program	X	-----	-----	X									
Evaluate Summer YA Program For Teachers				X									
Evaluate Teacher Leadership Program					X								
Intern Detention Center Practicum			X	-----	X								
Community Education Program			X	-----	-----	On-going	-----	-----	-----	-----	-----	-----	X
File Quarterly Report					X								
Step 7 of Teacher Needs Assessment Model					X	-----	-----	-----	-----	-----	X		
Select and Train Peer Group Counselors					X	-----	-----	-----	-----	-----	X		
File Quarterly Report											X		
Step 8 of Teacher Needs Assessment Model											X		
Step 9 of Teacher Needs Assessment Model											X		

MAJOR PROJECT ACTIVITIES

(6-1-78 to 5-31-83)

ACTIVITY												
	June	July	Aug	1982 Sept	Oct	Nov	Dec	Jan	1983 Feb	Mar	Apr	May
File Quarterly Report												X
Plan Long Term Youth Advocacy Program with Community/ Community Agencies/School										X	-----	X
Conduct Community Needs Assessment												X
Evaluate Peer Counseling Program												X
Evaluate Teacher Needs Assessment Model												X
Evaluate University Staff Development Model												X
Submit Inservice Staff Development Program and Modules from Uni- versity Staff Development Program to Texas Education Agency												X
Graduate Second Set of Interns												X
Write Final Project Report												X

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CHAPTER 3

THE MAJOR PROCESSES FOR UNDERTAKING THE PROJECT

A. THE ORGANIZATIONAL STRUCTURE

The five-year proposed project will be managed and evaluated through a collaborative decision-making process designed to interface the resources and needs of the separate institutions, role groups and individuals involved. The primary purpose of this shared process of decision-making is (a) to enable those who control resources to respond more effectively to the needs of client groups (i.e., teachers, students, and parents), and (b) to increase constituents' sense of ownership in the project.

As a matter of general principles, all issues relating to school operations will be administered by the principals/directors and their respective staffs and the DISD Professional Development Director; all issues that relate directly to training/development will be administered through the Teacher Corps Project Director and the DISD Director of Professional Development. Further, the supervision of Teacher Corps members, i.e., teachers and other personnel employed by the project schools, volunteers who serve as part-time tutors of full-time instructional assistants in the project schools, and teacher-interns, will be the responsibility of the Dallas Independent School District (DISD). The DISD will have the authority to (a) assign Teacher Corps members within its system, (b) transfer Teacher Corps members within its system, and (c) determine the terms and continuance of Teacher Corps members within its system.

The organizational structure will consist of three basic groups who will share the planning and decision-making processes in operationalizing and achieving the goals of the project: The Project Management Team, the School/Community Council, and the Policy Committee.

1. The Project Management Team will consist of controllers of resources for managing resources and for the overall implementation of activities and programs. For the initial year of the project the Team will include: the

Teacher Corps Director, Demonstration School Principals, Detention Center Director, DISD Professional Development Director, NTSU Associate Dean for Academic Affairs, School/Community Council Chairperson, School/University Planner, and the Community/Community Agency Planner. In the second and remaining years of the project, the latter two members of the Team may change, depending upon the staffing patterns adopted by the School/Community Council.

2. School/Community Council will consist of representatives of client role groups and will be the voice of the community in the project, recommending, monitoring, and evaluating project activities. Beginning in June, 1978, or upon the date of the letter grant, the Project Director will, in cooperation with the Title I Committee in each of the Demonstration Schools, operationalize the formation of a period not to exceed three months. The Title I Committee of the Site Schools shall serve the function of the School/Community Council. Because of the difficulty of defining geographical boundaries in an urban area and the need for intensive deliberations on the issue of project governance and representation, the project proposes to use the Title I Committees to determine, in accordance with Youth Advocacy requirements, the (a) boundaries and composition of the community represented by the Council, (b) the number of Council members, (c) the term of the Council members, and (d) the date and method of election of the Council members. The Council will perform the following functions:

- (a) make recommendations concerning the in-service and pre-service training of teachers;
- (b) recommend changes in the school curriculum, including adult education;
- (c) plan, implement, and evaluate the Community Component of the project;
- (d) assist in the continuous review and evaluation of the project;
- (e) serve as a sounding board of the public and as a transmitter of project goals;
- (f) participate in the determination of project staffing patterns and and in the recruitment and selection of personnel.

3. Policy Committee will be comprised of controllers of project resources and client groups who receive project services. The Policy Committee will respond to the recommendations of the School/Community Council, engage resources and administrative support to implement policies and programs, and to approve all operations of the project. Figure 3.1 provides the minimal representation of the Policy Committee as well as the Project Management Team and School/Community Council.

Collaborative decision-making among the three major groups still reflect three basic principles:

1. The establishment of policies, domains of authority, rights and responsibilities of individual institutions and role groups must be reorganized and respected.
2. The domain in which shared decision-making will occur must be clearly defined.
3. The process for decision-making and for transacting business must be clearly defined and understood.

Any decision made by the School/Community Council must be sent to the Teacher Corps Policy Committee for action and/or allocation of resources. Any decision arrived at by the Policy Committee must be sent to the School/Community Council for its approval. Once a policy or course of action has received joint approval from these two groups (School/Community Council and Policy Committee) their responsibility for planning and implementation is given over to the Project Management Team which has the responsibility for managing all the operations of the project. The Project Management Team will oversee the planning and implementation of activities within specific program and model areas. Figure 3.2 illustrates the Collaborative Decision-Making Process.

B. RECRUITMENT, SELECTION, AND ORGANIZATION OF THE TEACHER CORPS TEAM

During the initial year of the proposed project it will operate from a site in one of the demonstration or satellite schools. This site will house the entire Teacher Corps Staff, including the Project Director, the School/University Planning Director, the Community/Community Agency Planning Director, the Historical Documentor/Evaluator, and two secretaries.

FIGURE 3.1

THE ORGANIZATIONAL STRUCTURE

PROJECT MANAGEMENT TEAM
(Controllers and Managers
of Resources)

1. Teacher Corps Director
2. Site School Principals (3)
3. Detention Center Director
4. DISD Professional Development Director
5. NTSU Associate Dean for Academic Affairs
6. School/Community Council Chairperson
7. School/University Planner
8. Community/Community Agency Planner
9. Training Coordinator
10. Letot Academy (J.D.)
11. Program Director (J.D.)

SCHOOL/COMMUNITY COUNCIL
(Client Role Group)

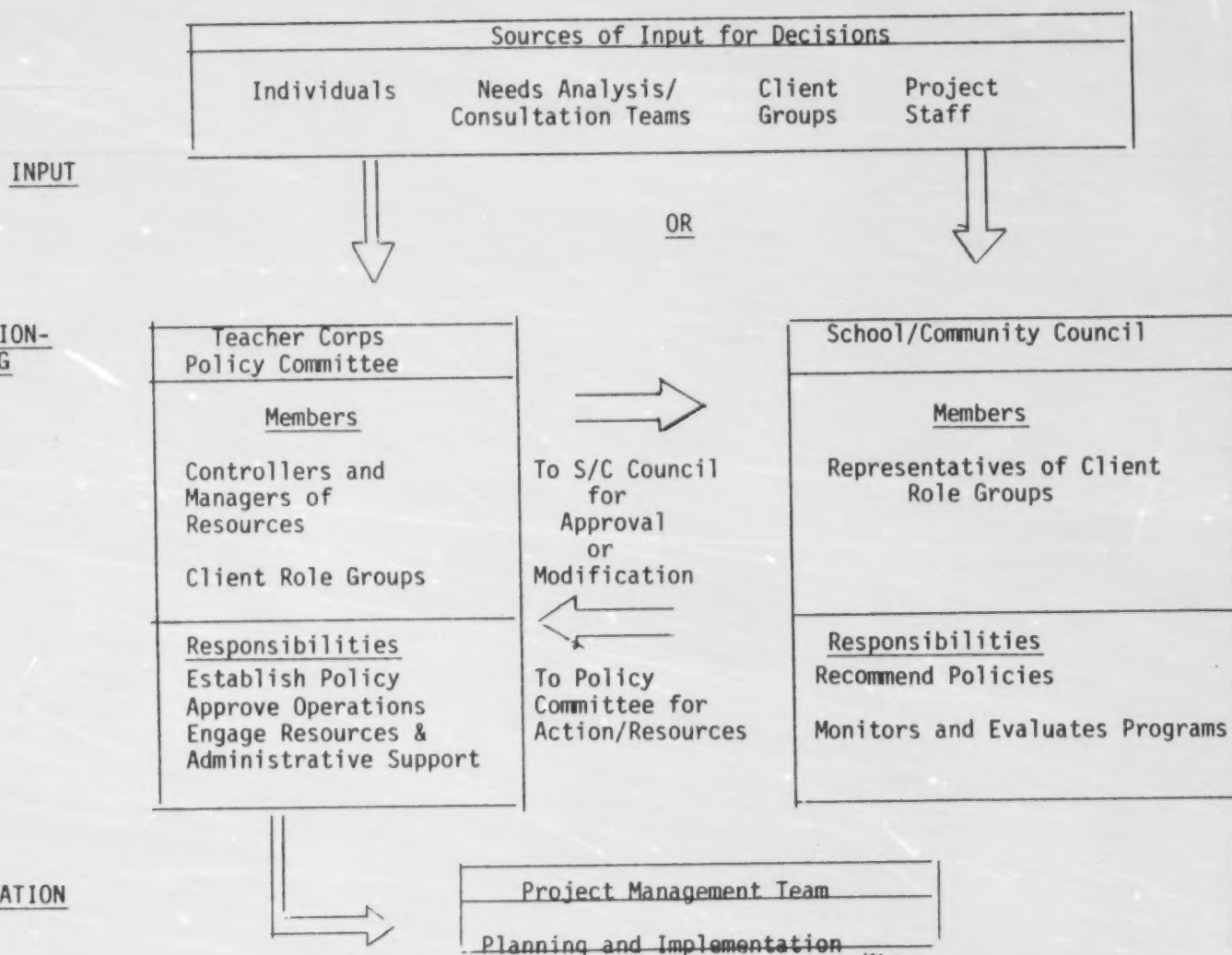
1. Dallas Teacher Association Representative (2)
2. Site School Teacher Representative (3)
3. Intern Representative (1)
4. Parent Representative, including parents of youthful offenders (6)
5. University Faculty (1)
6. Team Leader
7. Student Representatives including youthful offenders
8. Community Agency Representative (2)
9. Community/Community Agency Planner (1)
10. Probation Officer

TEACHER CORPS POLICY COMMITTEE
(Controllers of Resources and
Client Role Groups)

- | | |
|---|---|
| 1. Teacher Corps Director | 6. Parent Representatives, including parents of delinquents (4) |
| 2. Site School Principals (3) | 7. Dallas Teacher Association Representative (1) |
| 3. Chairperson NTSU Division of Secondary Education | 8. Site School Teachers (2) |
| 4. Director NTSU Pupil Appraisal Center | 9. NTSU Associate Dean for Academic Affairs |
| 5. DISD Professional Development Director | 10. Intern Representative (1) |
| | 11. DISD Director of Student Services |
| | 12. Director of Juvenile Services |
| | 13. Juvenile Court Judge |

FIGURE 3.2

COLLABORATIVE DECISION-MAKING PROCESS



The Team Leader and four Teacher Corps Interns will be selected by the School/Community Council during the first year of the project. This Council will, in collaboration with the School Policy Committee and the Management Team, decide the staffing patterns necessary to achieve the project goals during each of the four ensuing years of the project and will recruit and select such persons.

The Teacher Corps Core Faculty will be identified and selected periodically, probably on a semester basis, to satisfy the needs of the participants and the goals of the project. Similarly, the project consultants will be selected on the basis of their ability to satisfy the needs of the various constituencies involved in the project.

Listed below are the responsibilities and competencies for each of the Teacher Corps Staff positions for the initial year as well as those that are most likely to be identified by the Council for the remaining four years of the project. Through interviews, vitae and letters of recommendations, project personnel will be selected who have demonstrated the specific competencies needed for each position. Strong consideration will be given to persons who are broadly representative of the ethnic and cultural characteristics of the Dallas Community served by the Project.

1. Project Director will be responsible for: overall program planning and management; supervision of preservice and inservice programming; coordination with all constituency bodies; supervision of the budget; preparation of program reports; staff development for project staff; establishing and maintaining communication linkages; recruitment of staff and instructors. The Project Director shall possess the following competencies:

- Demonstrated experience and ability to work effectively in teacher education programs, including preservice and inservice.
- Demonstrated ability to work effectively in community based education programs.
- Demonstrated ability in program administration and management.
- Demonstrated interest in and commitment to the development of educational practice based on research.
- Demonstrated ability to formulate and coordinate group tasks.

- Demonstrated ability to motivate others to carry out project responsibilities.
- Demonstrated interest in working with teachers in low income areas.
- Demonstrated ability in directing the development of new and alternative teaching/learning environments.

2. Community/Community Agency/Planning will be responsible for: liaison between Teacher Corps program, the juvenile justice system, the community, DISD, and the University; maintaining active ongoing community involvement in educational planning and decision making; preparing reports and disseminating information to the community; coordinating community activities; planning and implementing workshops for parents and community; conducting workshops for School Board members; providing team leadership in the areas of multicultural education and parent training; and, assist public administration consultants in an intra-inter-agency training program. The Community/Community Agency Planner shall possess the following competencies:

- Demonstrated experience and credibility to work with experienced teachers and the community.
- Demonstrated ability and experience in community relations, multicultural education, community involvement, and in the development of community assessment programs.
- Demonstrated interest in and commitment to community/school partnerships.
- Demonstrated experience and familiarity with group facilitation.
- Demonstrated experience and ability to facilitate communication, interpersonal relationships and inter-agency linkages.
- Demonstrated experience with delinquent youth.

3. School/University Planner will assist the building principals in carrying out the following responsibilities: planning scheduling, conducting, and evaluating in-service programs and curriculum development efforts; procurement of materials, organization, and dissemination of information for professional curriculum section of Teacher Corps Center; procurement of curriculum guides, statements of educational goals and objectives, samples of self-instructional and traditional curriculum materials and other materials necessary to curriculum improvement in the project schools;

planning, scheduling, conducting, and evaluating Graduate-Intern program; personal counseling of the staff development concerns of regular teachers. The School/University Planner shall possess the following competencies:

- Demonstrated experience and familiarity with research findings and in their installation and adoption.
- Demonstrated experience in teacher preparation activities.
- Demonstrated ability to write and produce instructional and competency modules.
- Demonstrated experience and familiarity with inservice staff development programs and activities.
- Demonstrated experience and ability in process and product dissemination, replication, and exportation.

4. Team Leader will be responsible for: providing instructional supervision for interns including planning, observation of actual tutoring and teaching, follow-up conferences; providing continuous support and guidance to interns; serving as a resource person to interns; assisting in scheduling interns in appropriate teaching and preparation programs. The Team Leader will be an experienced teacher who will serve as a supervising teacher and will be involved in modeling instruction in the classroom. The Team Leader shall possess the following competencies:

- Demonstrated ability to work effectively with early adolescents, particularly delinquents, in the classroom.
- Demonstrated ability in the selection and use of diagnostic/prescriptive methods and procedures appropriate for individualizing instruction for early adolescents.
- Demonstrated interest and ability to develop strategies for teaching.
- Demonstrated ability in supervision of teachers and facilitation of the group process.
- Demonstrated ability and credibility to work with other experienced teachers.

5. Interns will serve as apprentices, tutors, assistant teachers, and finally as teachers; undertake a program of study leading to the M.Ed. degree. Interns will be first year graduate students in a two-year program. During the life of the project

two-sets of four interns each will be prepared as secondary teachers. Each set of interns will enter the program through a summer experience in which they will explore youth correctional facilities, the community, and its neighborhoods. They will participate in a six week on-site summer program in which they will work with the Team Leader in constructing a youth advocacy program with an emphasis on the utilization of the community as a learning resource.

In the first semester of the first year of each set of interns, the interns will visit all the elementary schools that feed into the site schools and systematically observe, explore and analyze the organizational structure and the teaching and learning styles. Interns will be trained to use anthropological observational methodology for collecting data and documenting teaching and learning approaches.

Following this experience, the interns will rotate among the demonstration schools, initially engaging in selected teaching assignments and then gradually moving into major instructional responsibilities with the support of master teachers for 1½ years. Concurrently, the interns will work in the Detention Center as well as in several youth agencies.

Interns shall possess the following competencies:

- Demonstrated ability to work effectively with adolescents and an indicated interest in working directly with troubled youth.
- Demonstrated ability to serve in an inner-city high school.

The interns will be selected from a pool of candidates secured from the RTR Centers and from statewide advertizing. Each intern will be compensate at the rate of \$150 per week, plus \$15 per dependent. The interns will be provided with medical insurance during their participation in the project equal to that provided to the Team Leader.

6. Teacher Corps Core Faculty will hold North Texas State University appointments as full-time faculty members. They will be responsible for: assisting the schools in planning staff development programs; conducting staff development programs for cooperating teachers, parents, and other community personnel; assisting in the training of Teacher Corps Interns; assisting in the evaluation of the project;

supervising Interns; communicating with Project Management Team, School/Community Council, and the Teacher Corps Policy Committee; providing feedback to support faculty at NTSU; counseling of both graduate interns and the staff development concerns of regular teachers.

The Teacher Corps Core Faculty shall possess the following qualifications:

---Hold the Ph.D. degree or its equivalent.

---Eligible to offer graduate work.

---Minimum of two years teaching experience, preferably in inner-city schools.

7. Historical Documentor/Evaluator will be responsible for: maintaining historical documentation of the project and its activities; serving as the internal project evaluator; providing staff with inservice training in ethnographic observational techniques; assisting the Project Director in the preparation of program reports. The Historical Documentor/Evaluator shall possess the following competencies:

---Demonstrated experience and ability to work effectively in teacher education programs, including preservice and inservice.

---Demonstrated experience in ethnographic observational techniques.

---Demonstrated experience in writing measureable objectives.

---Demonstrated experience in evaluation techniques.

---Demonstrated experience in report writing.

C. THE INSTRUCTIONAL PROGRAM--A PLAN OF ACTION

As was described in Chapter 2, the instructional program will occur at three levels--Level 1, the school; Level 2, the community; and, Level 3, the University. The proposed project will use the Youth Advocacy Framework as its demonstration strategy and will respond to the need for a model field-based individualized staff development program in Texas and to the specific needs of the Dallas Independent School District staff, students and parents, and the Dallas Detention Center. In addition, the project will provide staff development training for University faculty involved in the project. In brief, the project will offer integrated preservice and inservice education programs

to the demonstration and satellite school staffs, Teacher Corps interns, classroom aides, parents, community volunteers, Detention Center personnel; and, a staff development program for University faculty.

The purpose of this section is to describe the plan of action that will be used to achieve the instructional goals of the three levels.

1. Levels 1 and 2

The needs assessment model is designed to respond to Level 1 and Level 2 needs** of teachers, interns, parents and other community persons, providing them with resources and advisory assistance, developing a positive attitude toward professional self-development, and developing new competencies as well as strengthening existing ones. To achieve this end, a variety of field-based training options will be offered to the various constituencies involved in the project. Teachers and other personnel will select the kinds of inservice activities in which they wish to participate and the staff to provide the services for them. The needs of Level 1 and Level 2 personnel will be determined each semester, beginning in the first year, through the use of a needs assessment model. The general characteristics of the model are presented in Figure 3.3, below.

FIGURE 3.3

LEVEL 1 and 2 NEEDS ASSESSMENT MODEL

Step 1. Orientation

State what the inservice program can do and cannot do for teachers. The teachers need to understand that the process is a group process and the single most important person in the group is the teacher. It must be made clear that the outcomes are theirs and are not going to be forced on them from the outside.

Step 2. Oral Identification of Needs

Use a problem approach to determine the individual needs. After rapport has been

**To simplify the Needs Assessment Model, the term "teacher" refers to all personnel involved in the project who work with youth; the term "school" includes all facilities in which project personnel work; and, the term "student" refers to youth who are delinquent, dropouts, and/or reluctant learners.

established in the orientation, a discussion leader works with small groups of teachers concerning what they see as needs. The discussion leader's role involves clarification and accurate communication of the needs identified by the teacher.

Step 3. Written Translation and Clarification of Needs

The needs which were verbalized are translated into written form. The "leader" of the group and teachers clarify the written needs to insure that they are accurate representations of the verbal needs expressed in Step 2.

The above model will be implemented primarily by two major mechanisms: Needs Analysis Teams and Consultation Teams.

Step 4. Prioritizing Needs

The needs will be prioritized by the teachers. This prioritizing will provide a focus for Step 5. While possible solutions to all needs will eventually be addressed, those seen as most critical by the teachers will be dealt with first.

Step 5. Brainstorming of Possible Solutions

Teachers and facilitators brainstorm with regard to possible solutions to prioritized needs. Hopefully more than one possible solution can be identified for each need. Special attention will be directed to ensuring that the possible solutions address the identified needs.

Step 6. Development of Structures to Effect Solutions

Structures are developed to implement the solutions identified in Step 5. This step will also involve identification of personnel and resources needed to effect the solutions.

Step 7. Implementation, Experimentation, and Adaptations of Solutions.

Once the proposed solutions have been effected they will be implemented in the classroom. It may be necessary to experiment with and adapt solutions to particular classrooms. Process data will be gathered by observers.

Step 8. Feedback on Process Data

Data and information sharing between observers and teachers. Articulation of differences in perceptions of meanings of data.

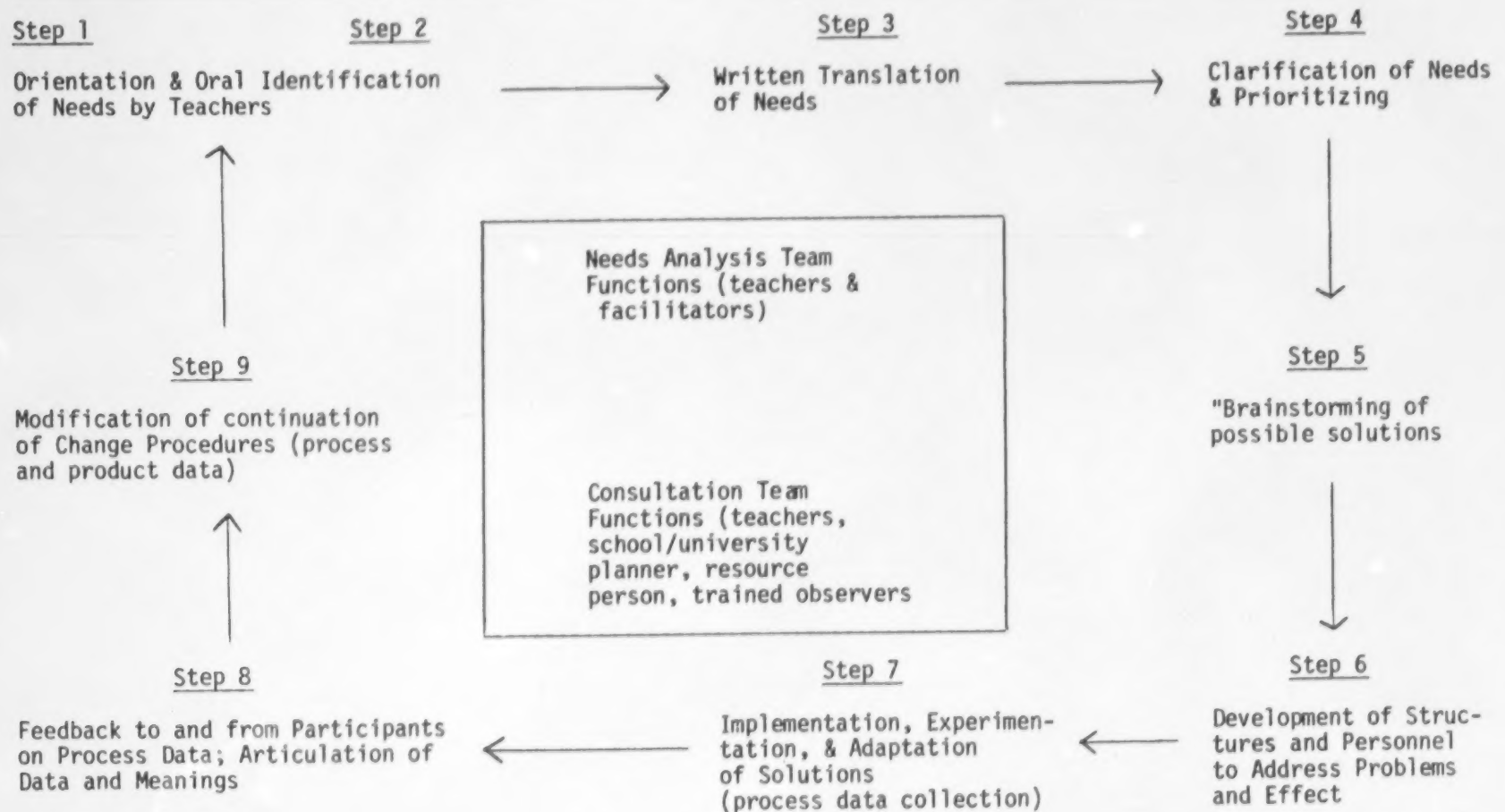
Step 9. Modification of Change Procedure

Based on data from Step 8 the solution structure will be modified if the needs have not been met. If the needs have been met, the process will begin again since the solutions of some needs may "create" or make one aware of different needs,

The Needs Analysis Teams will be responsible for the initial phases of the project. These teams will be comprised of teachers from the project sites, discussion leader or facilitator from the University or the school district, and a recorder. The size

FIGURE 3.4

NEEDS ANALYSIS AND IMPLEMENTATION MODEL FOR
ARTICULATION OF NEEDS



Articulation of Change

of the group will be limited by functional responsibilities of the teachers (all English teachers or all 10th grade English teachers, for example.) The general functions of these teams will be to generate oral descriptions into written form, to clarify the meanings of the descriptions of needs, and prioritize the needs in terms of the degree of seriousness and feasibility of finding solutions.

The Consultation Teams will then bear the primary responsibility for generating possible solutions for the identified needs, developing structures and locating personnel to effect solutions, and for implementing, evaluating, and modifying the solutions. While the names and functions of the teams will change, the core personnel--the sets of teachers used in the Needs Analysis phase--will remain the same. In addition, however, the consultation teams will have several specialized positions as well as the characteristic of open-endedness. The open-endedness of the consultation team will be accomplished by means of the flexible use of core faculty resource persons, one of the specialized positions on the team. These resource persons will have expertise in one or more areas such as classroom management, reading, learning disabilities and so forth, and will join specific teams in a consultation role with the teachers at the request of the teachers. As conceived in this proposal, these resource persons may serve on several of the consultation teams as needed, but will not--barring unusual circumstances--become permanent members of any team. This arrangement is intended to allow the maximal use of resource personnel in the broadest possible range of functional situations. The second of the specialized positions on the consultation teams is that of the school/university planner. The school/university planner will serve the primary functions of 1) locating resource persons with expertise in areas of need identified by the teachers, 2) recruiting and scheduling the resource persons for the team, and 3) aiding in communicating the nature of the identified need to the resource persons. The third, and final, specialized position on the consultation team is that of the trained observer. The position of observer is intended as one in which personnel trained in open-ended observation methods (such as the descriptive note-taking procedures of ethnographic methodology) will function to supply process

data to individual teachers and other team members. Such data will be used primarily for feedback purposes in clarifying the nature of the needs identified by the teachers and in the process of implementing and modifying solutions generated by the consultation team. Data and meanings generated by these observers will also add richness and "thickness" to the data and data interpretations used to evaluate the project. It is anticipated that these observers will be used in conjunction with videotapes of classrooms during the implementation process, whenever possible.

FIGURE 3.5

Roles and Functions of Need Analysis and Consultation Teams

Needs Analysis Team

Members:

1. Discussion leader or facilitator
2. Teachers (by grade level, subject area or combination)
3. Recorder

Functions:

1. Oral Descriptions of needs
2. Written translation of needs for prioritizing
3. Prioritizing needs
4. Articulation of identified needs

Consultation Team

Members:

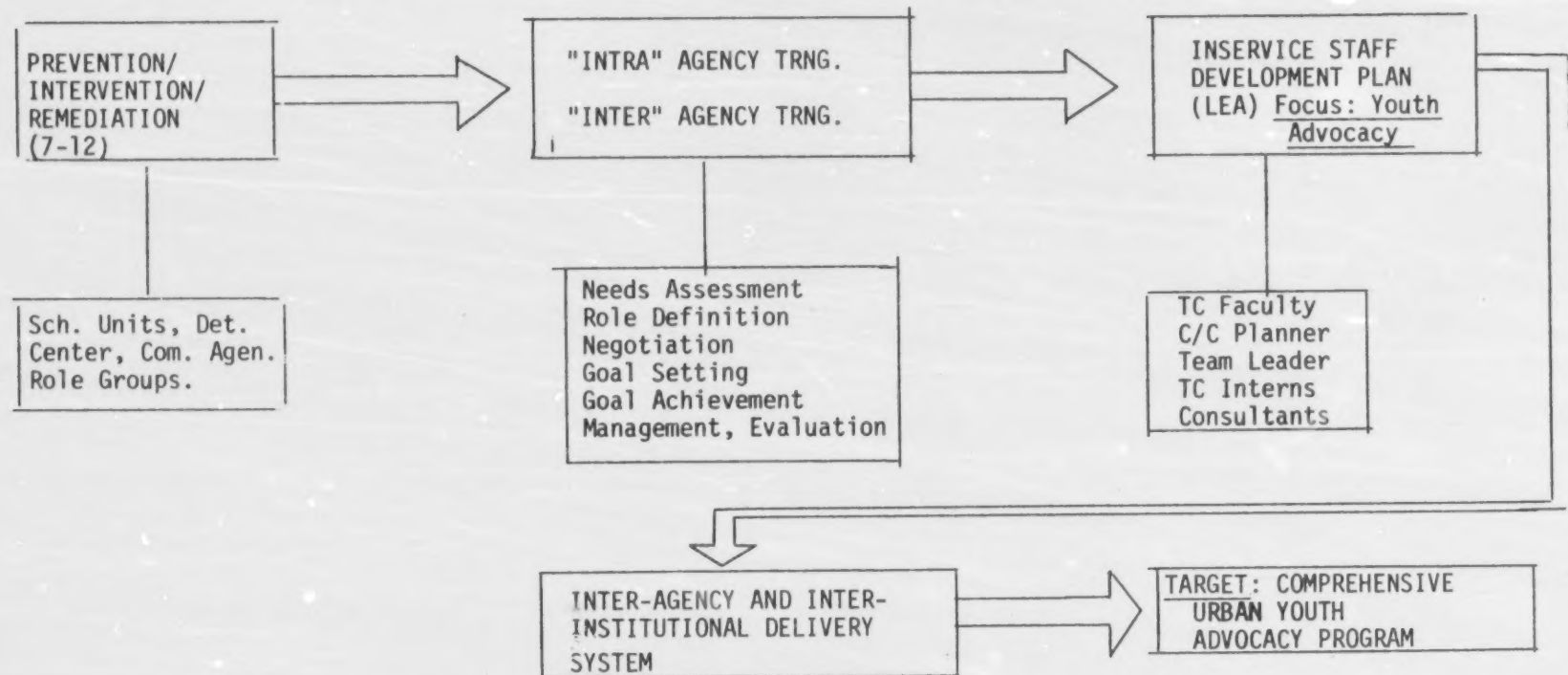
1. School/University Planner
2. Teachers
3. Trained observer(s)
4. Resource person(s) (e.g., specialists in classroom management, reading, learning disabilities, etc.)

Functions:

1. Generate possible solutions for identified needs.
2. Development of change plans to address needs and effect solutions
3. Identification and recruitment of resource personnel
4. Consultation between team members and resource personnel
5. Implementation, experimentation, and adaption of change plans.
6. Collection of process data
7. Interpretation and feedback on data
8. Modification or confirmation of change procedures.

FIGURE 3.6

COMPREHENSIVE URBAN YOUTH ADVOCACY MODEL



2. LEVEL 2 INTRA-INTER-AGENCY INTERACTION MODEL

The inservice staff development plan which focuses on youth advocacy will be interfaced with the Intra-Inter-Agency Model and will provide teachers, other school personnel, parents and agency workers with the necessary skills, attitudes and knowledges for working with delinquent youth. (Figure 3.6)

The purpose of the intra-agency and inter-agency interaction training and the inservice staff development plan will be to provide assistance to those agencies presently involved in interfacing and articulation of services for youth in the project area. A major concern in this phase of the project will be to focus on the re-entry/recovery program between the site schools, alternative schools, and the Detention Center. The form that this design will take, however, will result from the interaction process rather than by predesign. The agency interaction model includes two stages.

Stage 1 (Intra-Agency) will involve 25-30 agencies in a seven-step process (described in Chapter 2) to ascertain how each agency can best contribute to the establishment of a lasting youth advocacy program.

Stage 2 (Inter-Agency) will bring the various community agencies together and involve them in the seven-step process (described in Chapter 2) to determine additional ways of marshalling community resources, providing youth services and the articulation of these services.

In both staffs the participants will be involved in the following seven-step process: (1) needs assessment; (2) role definition; (3) negotiations; (4) goal setting; (5) goal achievements; (6) management; and, (7) evaluation. Faculty in Public Administration, NTSU, will be utilized both stages.

3. LEVEL 3

The purpose of Level 3 is threefold: (1) to develop and test a model for assessing the needs of faculty who deliver ISTE programs; (2) to identify the characteristics of "good" and "poor" ISTE professors; and (3) to produce twelve university staff development modules for dissemination to the IHE community.

Below are the major events that will occur during the five years of the project. Each event and activity is time-referenced. The process of developing and testing the staff development modules consists of three phases, with four modules being developed in each phase.

University Staff Development Program

Major Events for Period of June 1, 1978 - August 31, 1983

6/1 - 6/30-78	Conduct a literature search on university staff development programs.
7/1 - 7/31/78	Construct questionnaire to assess the professional development needs of 11th and 12th cycle university faculty.
8/1 - 8/15/78	Pilot test university faculty questionnaire; determine validity and reliability of instrument.
8/15 - 9/15/78	Construct questionnaire to be administered to 11th & 12th cycle site school faculty to identify the characteristics of "good" and "poor" professors.
9/16 - 10/15/78	Pilot test site school questionnaire; determine validity and reliability of instrument.
9/16 - 10/15-78	Solicit names and addresses of 11th & 12th cycle university faculty.
9/16 - 10/15/78	Solicit names and addresses of 11th & 12th cycle site school teachers.
10/16 - 11/1/78	Disseminate questionnaires to a random sample of 11th & 12th cycle university faculty.
10/16 - 11/1/78	Disseminate questionnaires to a random sample of 11th & 12th cycle site school teachers.
12/15 - 1/15/79	Tabulate questionnaire data from university faculty.
12/15 - 1/15/79	Write report of findings on university faculty data.
2/15 - 3/15/79	Write report of findings on site school teacher data.
3/16 - 4/1/79	Identify and prioritize the four most critical areas of university staff development needs.
4/1 - 8/1/79	Develop of Phase I modules for university staff development based on the five most critical areas of need.
8/1 - 9/1/79	Pilot test Phase I modules with North Texas State University College of Education Faculty.
1/1 - 1/15/80	Administer course and faculty evaluation forms to site school teachers and to teachers in ten other Teacher Corps projects selected randomly.

1/1 - 1/15/80	Faculty evaluation of Phase I modules.
1/15 - 2/ 1/80	Revise Phase I modules.
2/ 1 - 2/15/80	Pilot test revised Phase I modules new NTSU faculty involved in the project.
5/ 1 - 6/ 1/80	Administer course and faculty evaluation forms to site school teachers and to teachers in ten other Teacher Corps.
5/ 1 - 5/15/80	Faculty evaluation of Phase I modules.
6/ 1 - 8/ 1/80	Revise Phase I modules.
8/ 1 - 9/ 1/80	Reassess professional development needs of faculty.
9/ 1 - 10/ 1/80	Identify and prioritize the four additional critical areas of university staff development needs.
10/ 1 - 3/ 1/81	Develop four Phase II modules for university staff development.
3/ 1 - 6/ 1/81	Pilot test Phase II modules modules with NTSU College of Education faculty.
6/ 1 - 6/15/81	Administer course and faculty evaluation forms to site school teachers and to teachers in ten other Teacher Corps projects selected randomly.
6/15 - 7/ 1/81	Faculty evaluation of modules.
7/ 1 - 8/ 1/81	Revise Phase II modules.
8/ 1 - 9/ 1/81	Reassess professional development needs of faculty.
9/ 1 - 10/ 1/81	Identify and prioritize the four additional critical areas of university staff development needs.
10/ 1 - 3/ 1/82	Develop four Phase III modules for university staff development.
3/ 1 - 6/ 1/82	Pilot test Phase III modules with NTSU College of Education faculty.
6/ 1 - 6/15/82	Administer course and faculty evaluation forms to site school teachers and to teachers in ten other Teacher Corps projects selected randomly.
6/15 - 7/ 1/82	Faculty evaluation of modules.
7/ 1 - 8/ 1/82	Revise Phase III modules.
8/ 1 - 9/ 1/82	Reassess professional development needs of faculty.
9/ 1 - 10/ 1/82	Identify and prioritize the four additional critical areas of university staff development needs.

10/ 1 - 3/ 1/83

Develop four Phase III modules for university staff development.

3/ 1 - 6/ 1/83

Pilot test Phase III modules with NTSU College of Education faculty.

6/ 1 - 6/15/83

Administer course and faculty evaluation forms to site school teachers and to teachers in ten other Teacher Corps projects selected randomly.

6/15 - 7/ 1/83

Faculty evaluation of modules.

7/ 1 - 8/ 1/83

Revise Phase III modules.

CHAPTER 4

MANAGEMENT, EVALUATION, DISSEMINATION AND INSTITUTIONAL ADOPTION

A. THE MANAGEMENT SYSTEM

The proposed project will use a system of Management by Objectives (Bishop, 1976) to monitor progress with respect to training and developmental tasks. The project also will assess teacher concerns and student attitudes to determine progress made toward the expected outcomes of the project. By monitoring scheduled tasks both in relation to an expected timeline and in relation to progress toward expected outcomes, management decisions can be made to continue program operations as planned or to modify the program to achieve project goals.

If project tasks are not being completed according to schedule, management decisions relating to the administration of the project will be modified with the primary involvement of the Project Management Team. If staff development programs are not effective in producing the desired changes in teacher concerns as well as in student and parent attitudes or in the achievement of learning outcomes, management decisions about program modification will be shared by the School-Community Council and the Teacher Corps Policy Committee.

Both monthly and quarterly reports will be compiled from the management data collected in the project. Monthly reports will be shared primarily among the Project Management Team whereas quarterly reports of progress will be shared with the School-Community Council and the Teacher Corps Policy Committee.

In addition to the management data collected through the project evaluation program described in the next section of this proposal, a monthly reporting form will be used to collect useful management data from each staff member responsible for assigned tasks.

Figure 5.1 visualizes the overall management plan (Bishop, p.p. 183-193) to be used in the project. In actual operation, however, it is not likely that the phases will exist as discrete segments; rather they will be fused and in some cases run concurrently. In general, Management Phases I - IV will receive primary attention during the Planning Phase (first year) of the project, with Phases V and VI becoming opera-

tional during the Implementational Phase (second year). Thereafter, Phases I - VI will be conducted annually for the remaining years of the project.

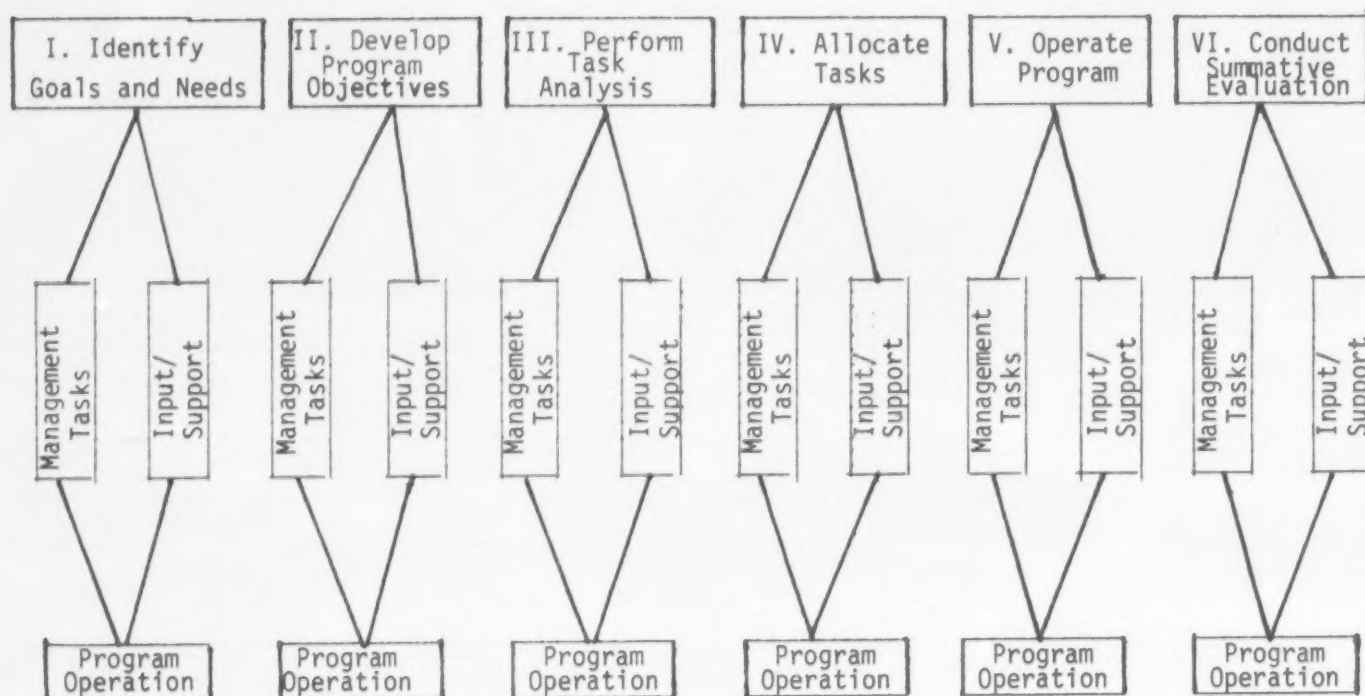


FIGURE 4.1 Operational Plan

I. IDENTIFY GOALS AND NEEDS

Management Responsibilities	Input/Support	Critical Questions
1.1 Identify issues or needs based on staff information, student data, community-state-DISD priorities. Authorize further investigation.	1.1 Collect existing evidence of problem, issue, etc.	1.1 What are the basic concerns? Are present goals adequate to meet new needs? What is the situation now? What is the ideal situation? What changes are necessary? What are the sources of the concerns expressed?
1.2 Review identified needs regarding preliminary or existing program-process implications.	1.2 Develop or find appropriate instruments or processes for identifying necessary additional information.	1.2 What changes are implied by needs expressed? What is the relationship of the needs to the on-going program? What information and processes are required to obtain direction from the needs expressed?
1.3 Conduct needs assessment, validate.	1.3 Investigate need areas including such things as: a. student data-SES, achievement, interests, concerns b. staff data-personal, competency, professional advancement c. context data-school system, organization, climate, community	1.3 What information assists us in determining where we need to go? What does research say about the concerns we have identified? What information already exists concerning: -student achievement, activities, desires needs...

Management Responsibilities	Input/Support	Critical Questions
	d. other-research, newspaper, media, professional,	-teacher abilities, desires, ex- pectations -community resources, needs. elements... -support for the concerns express- ed? What instruments and processes are required for obtaining necessary data?
1.4 Review data in order to determine (1) nature and extent of needs and (2) areas of proposed activity.	1.4 Develop recommendations for action based on data and discrepancies.	1.4 What are the implications of the needs expressed? What are the limitations of reality? What can reasonably be done with regard to resources, reality, etc? What are the possible areas of difficulty? What system or community priorities represent factors to be considered?

II. DEVELOP PROGRAM OBJECTIVES

Management Responsibilities	Input/Support	Critical Questions
2.1 Translate identified and validated needs into general program	2.1 Develop specific state- ments for planning and decision making.	2.1 What objectives are implied by needs identified? Are all groups served by the school represented in the planning and de- cision making process? What performance criteria will sat- isfy the requirements of the needs identified?

Management Responsibilities	Input/Support	Critical Questions
		Are the process goals clear and acceptable?
2.2 Determine priorities among objectives. Consider on-going programs, staff competencies, problems, etc.	2.2 Develop recommendations that show the relationship of proposed objectives to local or regional programs	2.2 We can not do everything-what can we do? What rationale do we have for selecting priorities? What information is required to make the priority decisions? How do the objectives selected relate to on-going programs? Why is a change really necessary?
2.3 Frame and authorize rationale for decision making by board of education and involved schools and persons.	2.3 Prepare required statements; circulate proposal to critical personnel for study and review.	2.3 What do the rationale and the related objectives mean to various groups within the school community? Do the objectives convey the meaning intended? Are the objectives attainable?
2.4 Schedule and present rationale to administration, board, and advisory committees.	2.4 Prepare schedules and logistical arrangements. Review support elements that need to be "in place"-routines, testing programs supervisory assistance, materials, etc.	2.4 Who makes the decisions? What information is required to make the decision? What are the consequences of the decision? What happens if the decision is no? What alternatives or contingencies have been considered?

Management Responsibilities	Input/Support	Critical Questions
2.5 Develop representative enabling and performance objectives to clarify focus and program emphasis.	2.5 Arrange for workshops or task forces to prepare the necessary materials.	2.5 What consensus presently exists among staff and community? What skills exist or are necessary to develop in order to produce the necessary materials?

III. PERFORM TASK ANALYSIS

Management Responsibilities	Input/Support	Critical Questions
3.1 Define specific objectives or tasks to be accomplished by: 1. Advisory Committee 2. Regional agencies, including Correctional Facilities 3. DISD-leadership 4. Individual site and satellite schools 5. Teachers 6. Learners	3.1 Write detailed task statements based on objectives developed in phase II. Consider alternative means to achieve objectives.	3.1 Who is involved? What are their functions? What courses of action are effective in accomplishing the objective? What is the most efficient course of action? Who makes the decisions? Does each objective have viable criteria?
3.2 Determine policies, conditions (time, cost), personnel; consider constraints, community-patron involvement (target personnel), information, facilities, compatibility.	3.2 Collect baseline data using preliminary and supplementary data and instrument. Include competency levels of consultants as well as targeted personnel.	3.2 In what sort of environment will the groups function? In what way can the tasks be facilitated? Who can help the program? Who can hurt it? What resources do we have? How will they be used? Are they adequate?

Management Responsibilities

Input/Support

Critical Questions

What will receive less attention because of the program?
 What is the rationale for the specific resources identified?
 Are the means efficient and effective?
 What are the consequences of the limiting factors?
 What baseline data do we already have?
 What additional data do we need?

3.3 Establish performance standards (specifications) to be achieved by groups (see item 3.1).

3.3 Develop recommendations for management review relating desired outcomes to existing and proposed conditions including criterion measures.

3.3 Are the standards realistic? Will the program outcomes satisfy the standards desired? How will changes be measured? Are there process as well as product criteria?

3.4 Determine monitoring, process-formative evaluation procedures.

Determine plan for summative evaluation.

3.4 Prepare instruments, schedules, processes, and personnel. Develop visualized PERT or flow-chart to communicate plans, stages, and responsibilities.

3.4 What monitoring techniques will be employed? Who will do it? Who will receive a report? How will recommendations coming from formative process be handled, changes made? How will the related personnel be affected by the decisions and changes? Who needs to examine and decide regarding the visual plan and format?

IV. ALLOCATE TASKS

Management Responsibilities	Input/Support	Critical Questions
4.1 Assign specific responsibilities for determined objectives and tasks, including contingency plans.	4.1 Develop specific plans, procedures, logistics, cost, credit provisions, release of teachers, etc. Consider existing skills and competencies that will be utilized.	4.1 Who will share in decisions regarding tasks? What are the expectations in terms of personnel, cost, time, and support? Do tasks meet abilities and expectations of personnel involved? Are roles clear? What are program and process needs? How will they be satisfied?
4.2 Begin formative evaluation procedures.	4.2 Utilize instrument and processes as determined. Collect data for review for duration of project. Feedback and communicate progress (or problem) data.	4.2 Who will make the evaluation? What processes will be employed? What information is required to effectively monitor the program? What are the decision making and change structures and processes?
4.3 Authorize dissemination of specific plans to interested and affected personnel and agencies.	4.3 Prepare and disseminate as necessary to schools, teachers, media, etc.	4.3 Who will contact various groups involved? What do tasks mean to various groups concerned? Have all involved personnel shared adequately in the development of specific plans?

Management Responsibilities

Input/Support

Critical Questions

4.4 Review progress, inform school board, instructional staff, and community. Make necessary changes and decisions regarding contingencies.

4.4 Develop documentation of progress to date, including data regarding project.

4.4 Who will receive the information? Who will make decisions based on information obtained? How will recommendations be handled? How are ongoing routines and programs being affected? Are leadership and related personnel in need of new skills to be trained, or is help required from consultants?

V. OPERATE PROGRAM

Management Responsibilities

Input/Support

Critical Questions

5.1 Continue monitoring, evaluation, and review-staff reporting regarding project operations.

5.1 Maintain records regarding activities and gain.

Recommend changes based on monitoring and feedback data.

5.1 Are the performance criteria being met? What impact is the program having? What new concerns are surfacing as a result of the program implementation? Are we doing what we want to do? What other instruments and processes are needed to provide feedback for monitoring or process evaluation?

Management Responsibilities	Input/Support	Critical Questions
5.2 Support program effort with policy, resources and consultant help at all program and school levels.	5.2 Provide feedback to persons in schools and community regarding progress and problems. Modify logistics as needed, provide personnel with data regarding changes.	5.2 Is management responding adequately to new data? What outside groups are interested in the program? Are they involved? Is a modification in the policies delineated desirable? Are means and measures adequate and functioning?
5.3 Facilitate ongoing implementation, supply needed equipment and resources.	5.3 Develop necessary plans, materials, etc. Implement, coordinate proposed activities, and check out forces, relationships, and local leadership.	5.3 Any breakdown in schedules or plans? What provision is made for suggestions? How are staff needs handled? What resources are required? Are resources and data adequate? On schedule? Are there new constraints that need treatment?
5.4 Provide continuing information regarding desired staff development activities, instructional materials, professional-community climate, etc.	5.4 Develop appropriate recommendations based on experience with the program operation. Meet with appropriate agencies, committees, and groups. Prepare releases, data, reports, and new agenda.	5.4 What issues or needs have arisen? What staff competencies, logistics, instructional materials, facilities, time, or cost factors need change or adjustment. Are new indexes needed regarding adequacy or progress? Are channels of communication open and accessible? Are they functioning? What changes are evident in both ongoing and project activities?

Management Responsibilities

Input/Support

Critical Questions

Are school system and community groups involved in the recommendations and evaluations?

VI. CONDUCT SUMMATIVE EVALUATION

Management Responsibilities

Input/Support

Critical Questions

6.1 Review process-formative data available for study.

6.1 Prepare formative data for management review.

6.1 How does formative data facilitate the summative evaluation process? What components do we want to examine more closely? Was formative evaluation effective? What appears to have higher priority?

6.2 Make final decisions regarding objectives, instruments, and data requirements--input, product, context, and process. Consider changes that have occurred as project has matured.

6.2 Develop or find instruments and processes based on determined objectives, formative data, and changes that have been made.

6.2 What information will best indicate relationship between objectives proposed and standards realized? What alternatives do we have? How will changes affect final review?

6.3 Assign evaluation responsibilities, schedule.

6.3 Administer evaluation instruments, collect data.

6.3 Who will conduct evaluation? How will it be done? When and where will it take place? Any special conditions to be considered?

Management Responsibilities	Input/Support	Critical Questions
6.4 Review summative data for gain-effectiveness, efficiency, and relationship of summative data to initial and baseline information and objectives.	6.4 Analyze data for review, make recommendations regarding program activities, design, and relationship to ongoing program.	6.4 Have the standards been met? What are the shortcomings of the program? What additional data are required? What is the rationale for the outcomes that were realized? What recommendations are implied by the summative evaluation?
6.5 Determine strategy--recycle, abort, terminate, and disseminate.	6.5 Prepare statements for management use (recommendations, releases). Use summative data to prepare new baseline data, and new need statements for ongoing or new program efforts.	6.5 What information is required to make a decision? Was the program worth the effort? What modifications are necessary? Should we continue, terminate, modify, or start again? What impact will decision have on various groups? Who should be involved and informed? What should their role be in the final decisions and reports?

B. THE EVALUATION SYSTEM

The CIPP model (Stufflebeam, 1971) and the Center for Evaluation, UCLA (Klein, Genstermacher, and Alkin, 1971) model will provide the framework for the evaluation of the project. For the purposes of this project, evaluation is defined as the process of delinating, obtaining, and providing useful information for judging decision alternatives associated with planning, programming, implementing and recycling program activities. Since many different kinds of decisions will be served by the evaluation model, four different types of evaluation--context, input, process and product--will be conducted. Below is a brief summary of each type of evaluation which will be used in the project.

Context Evaluation will provide information for deciding upon the setting to be served, the goals associated with meeting needs, and the objectives associated with solving problems.

Input Evaluation will provide information for deciding whether outside assistance should be sought for meeting goals and objectives, what strategy should be employed (e.g., the adoption of already developed solutions or the development of new ones) and what design or procedural plan should be employed for implementing the selected strategy.

Process Evaluation will provide information and feedback to project administrators and others responsible for continuous control and refinement of plans and procedures. The objective here is to detect or predict, during the implementation stage, defects in the procedural design or its implementation. The overall strategy is to identify and monitor, on a continuous, molar, non-interventionist basis, the potential sources of failure in a project. Thus, decision-makers are not only provided with information needed for overcoming procedural difficulties, but also with a record of process information to be used later for interpreting

project outcomes.

Product Evaluation will provide information for deciding to continue, terminate, modify, or refocus a change activity, and for linking the activity to other major phases of the change process. The objective of product evaluation is to relate outcomes to objectives and to context and input, i.e., to measure and interpret outcomes. For example, a project evaluation of a program to develop after-school study for students from disadvantaged homes might show that the development objectives have been satisfactorily achieved and that the developed innovation is ready to be diffused to other schools which need such an innovation. Below is a list of the steps that will be followed relative to each of the above four types of evaluation:

1. Focusing the Evaluation

- a. Identify the major level(s) of decision-making to be served, e.g., local, state, or national.
- b. For each level of decision-making, project the decision situations to be served and describe each one in terms of its locus, focus, criticality, timing, and composition of alternatives.
- c. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives.
- d. Define policies within which the evaluator must operate.

2. Collection of Information

- a. Specify the source of the information to be collected.
- b. Specify the instruments and methods for collecting the needed information.
- c. Specify the sampling procedure to be employed.
- d. Specify the conditions and schedule for information collection.

3. Organization of Information

- a. Provide a format for the information which is to be collected.
- b. Designate a means for performing the analysis.
- 4. Analysis of Information
 - a. Select the analytical procedures to be employed.
 - b. Designate a means for performing the analysis.
- 5. Reporting of Information
 - a. Define the audiences for the evaluation reports.
 - b. Specify means for providing information to the audiences.
 - c. Specify the format for evaluation reports and/or reporting sessions.
 - d. Schedule the reporting of information.
- 6. Administration of the Evaluation
 - a. Summarize the evaluation schedule.
 - b. Define staff and resource requirements and plans for meeting these requirements.
 - c. Specify means for meeting policy requirements for conduct of the evaluation.
 - d. Evaluate the potential of the evaluation design for providing information which is valid, reliable, credible, timely and pervasive.
 - e. Specify and schedule means for periodic updating of the evaluation design.
 - f. Provide a budget for the total evaluation program.

The evaluation program will be divided into five distinct phases:

Phase 1--Needs Assessment: This phase will involve the identification of goals and objectives for each of the components of the project, deciding which of these are of highest priority, and determining how well the existing programs, if any, meet these objectives. In brief, the needs assessment findings will be used to determine which problem areas to attack, given the time and resource limitations of the project.

Phase 2--Program Planning: Program planning involves making decisions about the kinds of programs or combinations of programs that should be adopted by the project to meet the problems identified in the needs assessments.

Phase 3--Implementation Evaluation: In this phase the project will assess whether the procedures specified in the program plan are, in fact, being carried out in the intended manner.

Phase 4--Progress Evaluation: Since a program may be implemented exactly as planned but still not reach its intended objectives, it will be necessary to investigate whether the plan is a good one for achieving the identified objectives(s).

Phase 5--Outcome Evaluation: The final phase will lead to making judgments about the general worth of the entire project.

One important feature of the proposed evaluation model is that it has certain consistencies across the five phases (i.e., each phase starts with a context determination). The purpose of this activity in needs assessment is primarily to determine the scope and level of the evaluation. Context determination will also include an investigation of the resources, constraints, social dynamics, political pressures, personalities, and environmental conditions that might influence decisions about how program and evaluation activities should be conducted. The nature and focus of context determinations will, of course, change from phase to phase. Another important consistency is that the second step in each phase will involve establishing the procedures that will be used in that phase. In other words, a written plan will be developed along with an explication of the rationale for it, describing how the activities of that phase of the model will be conducted. Finally, it is always possible to revise plans and procedures through recycling.

C. THE DISSEMINATION PLAN

Project replication and dissemination will be accomplished through the following procedures:

1. Research reports, articles and monographs reporting on various aspects of the project will be published in national journals and the ERIC system. The track record for publications by NTSU College of Education faculty is excellent and it is anticipated that a large number of publications will emerge from the project.
2. As a result of this project it is anticipated that there will be several products produced which could be packaged and used in total in other institutions planning a youth advocacy project and/or inservice staff development programs. Some of these materials that could be disseminated are:
 - (a) Community Agency Intra-Interaction Model
 - (b) Inservice Modules for University Faculty
 - (c) Needs Assessment Model
 - (d) Management and Evaluation Model
 - (e) Prevention/Intervention/Remediation Youth Advocacy Model
 - (f) Training Modules for Peer Group Counselors
 - (g) Module on Youth Advocacy Program
3. Proposals will be submitted to professional organizations (i.e., NCSS, APGA, etc.) for inclusion on the program at national conferences.
4. Requests will be made by the project staff for time to present the project at meetings of the Texas State Superintendent's Association, the State Secondary Principal's Association, the State Elementary Principal's Association, the State School Board's Association, the Regional Service Centers, professional teacher groups, and the institutions of post-secondary education in the state.

5. The staff will provide regular releases to the news media and attempt to obtain periodic feature coverage in the press and on the state radio and television networks.
6. The staff will publish a monthly newsletter for dissemination to community agencies, parents, project site personnel, DISD teachers and administrators, NTSU College of Education faculty.
7. The staff will develop a multi-media presentation which explains the goals of Teacher Corps and the project's youth advocacy program.
8. The Project Director will negotiate with the Texas Education Agency to have the Dallas-NTSU Youth Advocacy Project identified as a demonstration site for the facilitation of the adoption of the project's innovations throughout the State.
9. The School/University Planning Director will plan and conduct inservice sessions on youth advocacy in the satellite schools.
10. The Community/Agency Director will plan and conduct programs on youth advocacy for service clubs, parent groups, and youth agencies in the project area.

D. THE ADOPTION AND INSTITUTIONALIZATION PLAN

Adoption will occur on two levels in the project--individual and institutional. The project staff will use the Concerns Based Adoption Model (CBAM) to maximize the adoption of innovative practices emerging from each of the staff development programs. This model was developed by the Research and Development Center at the University of Texas (George 1976; Rutherford 1976; Hall 1976, Loucks 1976, Manning 1976). The CBAM model has been previously used in at least three Teacher Corps Projects: Western Kentucky-Bowling Green, San Jose, and New Hampshire.

The CBAM model hypothesizes that individuals proceed through a sequence of concerns as they move through the adoption process. With attention given to content validity, construct validity, and reliability, the Center has developed a checklist that measures the seven stages of concern:

<u>Stage</u>	<u>Concerns About</u>
0 Awareness:	limited knowledge
1 Information:	general characteristics of the innovation and what is required to use it
2 Personal:	one's role and possible conflicts between that role and anticipated demands of the innovation
3 Management:	time, organization, managing and making the innovation work smoothly
4 Consequences:	student outcomes
5 Collaboration:	working with others in using the innovation
6 Refocusing:	finding another and more effective way

In brief, the Concerns Based Adoption Model has two key dimensions. The first of these dimensions is the Stages of Concern About the Innovative Strategies. It is hypothesized that as individuals consider the use of innovative strategies, they will have more self concerns, concerns about how the use of the innovative strategies will affect their status, time, and job performance. As use of the strategies begins, individuals have more task concerns, concerns about how to manage and use the strategies. Once many of these task-oriented concerns are resolved, the individual is able to have more impact concerns, concerns which focus on improving the use of the strategies to increase their impact on their clients.

The second and equally important dimension of the Concerns Based Adoption Model is the actual behavior of individuals as they adopt innovative strategies. This dimension, the Levels of Use of the Innovative Strategies, also is a developmental sequence which begins as individuals prepare for and begin use of the strategies and ends when the individual developed the skills needed for effective use of the strategies and may begin to seek alternatives. The hypothesized steps in this sequence are:

- | | | |
|-----|-----------------|--|
| 0 | Non-use | |
| I | Orientation: | recently acquired information, exploring value orientation and demands on user |
| II | Preparation: | preparing for first use |
| III | Mechanical Use: | day-to-day use with little time for reflection |
| IV | A. Routine: | stabilize use of the innovation |
| IV | B. Refinement: | adapts the innovation, based on knowledge of consequences |
| V | Integration: | combining one's efforts with colleagues |
| IV | Renewal: | seeks modification and alternatives |

Interview and observational techniques have been developed by the Research and Development Center staff to identify the Levels of Use of individuals as innovative strategies are adopted. Therefore, at regular intervals during the staff development programs, the Concerns Questionnaire and Levels of Use interview and observational techniques will be used to monitor the progress of innovative adoption.

The development of linkage and interfacing strategies, as well as political strategies, to achieve the institutionalization of the various project innovations were described in Chapter 3.

CHAPTER 5

SPECIAL CONSIDERATIONS AFFECTING THE PROJECT

The proposed project has a number of unique assets which should enable it to be successful in both the short and the long term. First, because of previous collaborative efforts which produced positive results, a firm and cordial, if not intimate, relationship should enable the project to function smoothly from the outset and to negotiate conflict.

Secondly, despite the fact that North Texas State University has never had a Teacher Corps project, it has several faculty who have participated in TC projects at other institutions. NTSU Dean James J. Muro, formerly Dean of the College of Education, University of Maine at Orono, provided strong support to the UMO/Old Town Teacher Corps Project, and strongly supports the present proposal. Dr. James R. Miller, Associate Dean for Academic Affairs, was largely responsible for the UMO/Old Town Project and served as its director until joining the NTSU faculty in August, 1977. In addition, two NTSU faculty members have served as directors of Teacher Corps Projects: Dr. Wayman Dever and Dr. Jack Miller. Consequently the project will have top administrative support in the College.

Thirdly, the College of Education has a cadre of professors with field-based experience at both the preservice and inservice levels. These faculty can provide inservice assistance to other College faculty who are inexperienced in field-based programs.

Fourthly, the project can draw on the vast reservoir of experience and expertise of one of the largest colleges of education in the nation. The 152 full-time faculty members representing twelve divisions offer to the project nationally recognized scholars in a wide variety of educational areas.

Lastly, and perhaps most importantly, Dr. Richard Simms will serve as the Project Director and Dr. David Boger as the School/University Planner. Since 1972, these two professors have worked in Adamson and Pinkston High Schools in the West Dallas

preservice program. Their understanding of the school and the community will be invaluable during the initial planning year.

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